

## Point of View

By Robert N. Sallod

**T**HE PAST DECADE IN ACADEME has seen widespread controversy over curricular reform. We have explored many of the deeply rooted, core assumptions that have guided past decisions about which subjects should be emphasized in the curriculum and how they should be approached. Yet I have found myself repeatedly disappointed by the lack of significant discussion concerning the place of religion and spirituality in colleges' curricula and in the lives of educated persons.

I do not mean to suggest that universities should indoctrinate students with specific viewpoints or approaches to life; that is not their proper function. But American universities now largely ignore religion and spirituality, rather than considering what aspects of religious and spiritual teachings should enter the curriculum and how those subjects should be taught. The curricula that most undergraduates study do little to rectify the fact that many Americans are ignorant of religious and spiritual teachings, of their significance in the history of this and other civilizations, and of their significance in contemporary society. Omitting this major facet of human experience and thought contributes to a continuing shallowness and imbalance in much of university life today.

Let us take the current discussions of multiculturalism as one example. It is hardly arguable that an educated person should approach life with knowledge of several cultures or patterns of experience. Appreciation and understanding of human diversity are worthy educational ideals. Should such an appreciation exclude the religious and spiritually based concepts of reality that are the backbone upon which entire cultures have been based?

Multiculturalism that does not include appreciation of the deepest visions of reality reminds me of the travelogues that I saw in the cinema as a child—full of details of quaint and somewhat mysterious behavior that evoked some superficial empathy but no real, in-depth understanding. Implicit in a multicultural approach that ignores spiritual factors is a kind of critical and patronizing attitude. It assumes that we can understand and evaluate the experiences of other cultures without comprehension of their deepest beliefs.

Incomprehensibly, traditionalists who oppose adding multicultural content to the curriculum also ignore the religious and theological bases of the Western civilization that they seek to defend. Today's advocates of Western traditionalism focus, for the most part, on conveying a type of rationalism that is only a single strain in Western thought. Their approach does not demonstrate sufficient awareness of the contributions of Western religions and spirituality to philosophy and literature, to moral and legal codes, to the development of governmental and political institutions, and to the mores of our society.

Nor is the lack of attention to religion and spirituality new. I recall taking undergraduate philosophy classes in the 1960's in which Plato and Socrates were taught without reference to the fact that they were contemplative mystics who believed in immortality and reincarnation. Everything that I learned in my formal undergraduate education about Christianity came through studying a little Thomas Aquinas in a philosophy course, and even there we focused more on the logical sequence of his arguments than on the fundamentals of the Christian doctrine that he espoused.

I recall that Dostoyevsky was presented as an existentialist, with hardly a nod given to the fervent Christian beliefs so clearly apparent in his writings. I even recall my professors referring to their Christian colleagues, somewhat disparagingly, as "Christers." I learned about mystical and spiritual interpretations of Shakespeare's sonnets and plays many years after taking college English courses.

We can see the significance of omitting teaching about religion and spirituality in the discipline of psychology and, in particular, in my own field of clinical psychology. I am a member of the Task Force on Religious Issues in Graduate Education and Training in



## The Hollow Curriculum

The place of religion and spirituality in society is too often missing

Division 36 of the American Psychological Association, a panel chaired by Edward Shafranske of Pepperdine University. In this work, I have discovered that graduate programs generally do not require students to learn anything about the role of religion in people's lives.

Almost no courses are available to teach psychologists how to deal with the religious values or concerns expressed by their clients. Nor are such courses required or generally available at the undergraduate level for psychology majors. Allusions to religion and spirituality often are completely missing in textbooks on introductory psychology, personality theory, concepts of psychotherapy, and developmental psychology.

Recent attempts to add a multicultural perspective to clinical training almost completely ignore the role of religion and spirituality as core elements of many racial, ethnic, and national identities. Prayer is widely practiced, yet poorly understood and rarely studied by psychologists. When presented, religious ideas are usually found in case histories of patients manifesting severe psychopathology.

Yet spiritual and mystical experiences are not unusual in our culture. And research has shown that religion is an important factor in the lives of many Americans; some studies have suggested that a client's religious identification may affect the psychotherapeutic relationship, as well as the course and outcome of therapy. Some patterns of religious commitment have been found to be associated with high levels of mental health and ego strength. A small number of psychologists are beginning to actively challenge the field's inertia and indifference by researching and writing on topics related to religion and spirituality. Their efforts have not as

yet, however, markedly affected the climate or curricula in most psychology departments.

Is it any wonder that religion for the typical psychotherapist is a mysterious and taboo topic? It should not be surprising that therapists are not equipped even to ask the appropriate questions regarding a person's religious or spiritual life—much less deal with psychological aspects of spiritual crises.

Or consider the field of political science. Our scholars and policy makers have been unable to predict or understand the major social and political movements that produced upheavals around the world during the last decade. That is at least partly because many significant events—the remarkable rise of Islamic fundamentalism, the victory of Afghanistan over the Soviet Union, the unanticipated velvet revolutions in Eastern Europe and in the Soviet Union, and the continuing conflicts in Cyprus, Israel, Lebanon, Northern Ireland, Pakistan, Sri Lanka, Tibet, and Yugoslavia—can hardly be appreciated without a deep understanding of the religious views of those involved. The tender wisdom of our contemporary political scientists cannot seem to comprehend the deep spirituality inherent in many of today's important social movements.

Far from being an anachronism, religious convictions have proved to be a more potent contemporary force than most, if not all, secular ideologies. Too often, however, people with strong religious sentiments are simply dismissed as "zealots" or "fanatics"—whether they be Jewish settlers on the West Bank, Iranian demonstrators, Russian Baptists, Shiite leaders, anti-abortion activists, or evangelical Christians.

Most sadly, the continuing neglect of spirituality and religion by colleges and universities also results in a kind of segregation of the life of the spirit from the life of the mind in American culture. This situation is far from the ideals of Thoreau, Emerson, or William James. Spirituality in our society too often represents retreat from the world of intellectual discourse, and spiritual pursuits are often cloaked in a reflexive anti-intellectualism, which mirrors the view in academe of spirituality as an irrational cultural residue. Students with spiritual interests and concerns learn that the university will not validate or feed their interests. They learn either to suppress their spiritual life or to split their spiritual life apart from their formal education.

Much has been written about the loss of ethics, a sense of decency, moderation, and fair play in American society. I would submit that much of this loss is a result of the increasing ignorance, in circles of presumably educated people, of religious and spiritual world views. It is difficult to imagine, for example, how ethical issues can be intelligently approached and discussed or how wise ethical decisions can be reached without either knowledge or reference to those religious and spiritual principles that underlie our legal system and moral codes.

**O**UR COLLEGES AND UNIVERSITIES should reclaim one of their earliest purposes—to educate and inform students concerning the spiritual and religious underpinnings of thought and society. To the extent that such education is lacking, our colleges and universities are presenting a narrow and fragmented view of human experience.

Both core curricula and more advanced courses in the humanities and social sciences should be evaluated for their coverage of religious topics. Active leadership at the university, college, and departmental levels is needed to encourage and carry out needed additions and changes in course content. Campus organizations should develop forums and committees to examine the issue, exchange information, and develop specific proposals.

National debate and discussion about the best way to educate students concerning religion and spirituality are long overdue.

Robert N. Sallod is associate professor of psychology at Cleveland State University.

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## Quote, Unquote

News Summary: Page A3

"Our young people have placed themselves in opposing camps, divided by race, and they tend to believe only the worst about youths of other races."

President of People for the American Way, on students' attitudes on race relations: A1

"In some ways, it's a phony issue. It's the price of a pizza."

A financial aid officer, on a debate over aid-application fees: A23

"There's a feeling that the presidents have finally found the steel in their backbones to step up and take control."

Louis Harris, on his poll that suggests reforms have diminished public concern about college sports: A33

"It's time to send a message to the old boys' network that they had better make room for women and girls."

The executive director of the Center for the Study of Sport in Society: A33

"As huge sections of the world move toward free markets, the global demand for business education seems bound to explode."

Associate dean of Cornell U.'s business school: A44

"It is a tragedy that our children know Russian history but not Kyrgyz history. We now have to liberate our education from ideology."

Kyrgyzstan's Education Minister: A36

"The future is not in our hands, so we just have to get on with the present."

Vice-chancellor of a Palestinian university in the Israeli-occupied West Bank: A36

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## REDEFINING THE ACADEMIC ETHOS

### Syracuse Seeks a Balance Between Teaching and Research

By CAROLYN J. MOONEY

SYRACUSE, N.Y.

Syracuse University is staging a quiet assault against one of academe's most sacrosanct traditions.

Simply put, it is trying to change the "publish or perish" culture that has dominated life at research universities for decades.

For the last three years, a group of professors and administrators here has been scrutinizing the way teaching is evaluated and rewarded. Through new policies aimed at giving teaching a higher priority, they hope to strike a balance between professors' responsibilities to teach and conduct research.

Already there have been small changes—better-organized courses and syllabi, more-vigorous teaching-eval-

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Jerry Evensky, who received tenure last year but might not have done so several years ago: "I think they're buying into the teaching business."

## Young People Found Pessimistic About Relations Between the Races

By MICHELE N-K COLLISON

WASHINGTON

A new survey has found that American youths are generally pessimistic about race relations in the United States.

People for the American Way, a liberal lobbying group, commissioned a telephone survey of 1,170 black, Hispanic, and white 15- to 24-year-olds to determine their views. Fifty per cent described race relations in America as "generally bad." The study also found a "gaping perception gap" between whites and members of minority groups on such issues as discrimination and affirmative action.

When asked, for instance, whether a white or a minority person would be more likely to lose out on scholarships and jobs because of discrimination, 49 per cent of the white youths said whites were most likely to be hurt.

In contrast, 68 per cent of the blacks surveyed and 52 per cent of the Hispanics believed members of minority groups were most likely to be harmed.

### "They Tend to Believe the Worst"

"The plain message of our research is that racial division is taking root among the next generation of Americans," said Arthur J. Kropp, president of People for the American Way, at a press conference here last week. "Our young people have placed themselves in opposing camps, divided by race, and they tend to believe only the worst about youths of other races."

The study confirms the suspicions of many college administrators, who have said that many white students are resentful of affirmative-action programs that they believe give minority students an unfair advantage. As college campuses become increasingly diverse, administrators are struggling to find ways to encourage stu-

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## States Plan to Spend \$1.2-Billion on Student Aid, Up 3.9% Over All, but 11 Will Have to Make Cuts

By GOLDIE BLUMENSTYK

The 50 states are expected to spend a total of nearly \$1.2-billion on student aid this year—an increase of 3.9 per cent over 1990-91. But 11 of them, strapped by the recession, say they will be forced to cut their spending for the purpose.

The figures come from a new report by the National Association of State Scholarship and Grant Programs.

### Some Mid-Year Reductions

Last year the expected 12-month increase was 7.7 per cent. Figures on expected spending for 1991-92 were collected during the fall and updated in February to reflect the mid-year reductions made by states because of their budget problems. Some states provide additional assis-

tance to students through tuition waivers and special grants provided by various state agencies. But such assistance is hard to compare from year to year because of incomplete accounting and frequent changes in the programs.

More than three-quarters of all the aid awarded goes to undergraduates, based on

Continued on Page A28

**Panel Reports 'Solid Start' on College Sports Reforms**  
A Knight Foundation committee report lauds many steps taken to curb big-time sports in the past year but warns of "a long and hazardous road ahead."



## PRINCIPLES of SOUND RETIREMENT INVESTING



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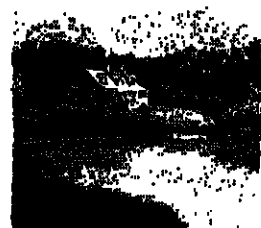
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## This Week in The Chronicle

March 25, 1992

### Research

#### THREE-DIMENSIONAL PRINTING

Researchers are working to improve a new technology that allows people to create three-dimensional objects from designs on computer screens: A6

Wooden edition of Dead Sea Scrolls planned for fall: A8  
Astronomer discovers a supernova: A6  
Scientists find a new class of ball-shaped molecules: A8  
Scientists isolate an anti-cancer chemical in broccoli: A8  
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### Teaching

#### SYRACUSE TAKES ON THE ACADEMIC ETHOS

The university is trying to change the publish-or-perish culture by striking a balance between teaching and research: A1

#### CREATING YOUR OWN MAJOR

From ecological technology to exercise science, students are custom-designing courses of study that are not found in typical college catalogues: A31

#### MOVING EGYPTOCENTRIC PSEUDOSCIENCE

University researchers need to help elementary and secondary schools assure scientific integrity as they develop multicultural curricula. Opinion: B1

#### THE 'FOCUSED' OLDER STUDENT

The steady increase in the number of students in their mid-30's and 40's is rejuvenating teaching. Opinion: B3

Tutorial helps students identify tree species: A21

High-school students get physics course via computer: A21

Multi-media room for the technology-ignorant professor: A21

### Computing

#### LEARNING SCIENCE BY DOING SCIENCE

A new collection of texts and software for biology courses enables students to try experiments that would be impossible in a laboratory: A18

Advocate of technology sees movement in its infancy: A18

Five new computer programs; three new optical disks: A22

### Personal & Professional Concerns

#### A QUIET ASSAULT ON TRADITION

Syracuse U. is scrutinizing the way teaching is evaluated and rewarded in an effort to balance the responsibilities to teach and conduct research: A1

The university is involved in several projects that are bringing the teaching-versus-research debate to other campuses and to learned societies: A16

The faculty-reward system has been criticized for failing to recognize service activities: A16

#### STANFORD PICKS CHICAGO PROVOST AS PRESIDENT

Richard Casper, a constitutional-law scholar, has been chosen to succeed Donald M. Kennedy: A14

#### TELEVISION'S ULTIMATE VARIETY SHOW

The dean of UCLA's theater, film, and television school drops everything during a three-month leave to produce the annual Academy Awards spectacle: A5

#### CAPITALIZING ON COMMUNISM'S DEMISE

The end of the cold war gives American business schools a chance to play a key role in international economic growth and reform. Point of View: A44

Campus recreates 100-year-old technology: A4

Four Iowa colleges withdraw from accrediting process: A4

College president orders an art work removed: A4

A woman takes over as head of Berkeley law school: A14

Bohio U. Press publishes essays on multiculturalism: A14

San Jose State U. scraps its search for new president: A17



Lynn Harvey returned to college to begin a new career. She ended up designing her own major, which included courses in computer technology, architecture, and history: A31

### Federal & State Governments

#### STATES WRESTLE WITH STUDENT AID

They are expected to spend a total of \$1.2-billion this year, but the pace of increases has slowed and 11 say they will be forced to make cuts: A1

Many higher-education theorists want states to increase tuition substantially and use the additional money to help students: A28

#### SHARP DEBATE OVER APPLICATION FEES FOR AID

Lawmakers are frustrated by the failure of efforts to enable more students to seek U. S. support without having to pay fees of \$6.75 or more: A23

#### PELL-GRANT ENTITLEMENT PLAN DROPPED

A campaign to persuade Congress to guarantee the aid to all who qualify ended in defeat in the House of Representatives: A23

#### THE PURSUIT OF EQUITY IN COLLEGE SPORTS

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Berkeley's business school is given \$8.75-million: A30

Foundation grants: gifts and bequests: A30

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#### VOTE OF CONFIDENCE FOR THE NCAA

The Knight Commission praises the association's leadership in efforts to reform college sports and urges it to deal with financial and governance issues: A33

#### WOMEN'S-SPORTS ADVOCATES TAKE THE OFFENSIVE

They call for a national campaign of litigation and lobbying to force colleges to comply with federal laws barring sex discrimination: A33

Another Valvano has a run-in with his college: A33

U.S. says it is not investigating UNLV basketball: A33

### Students

#### YOUNG PEOPLE PESSIMISTIC ON RACE RELATIONS

A survey of students finds a "gaping perception gap" between whites and members of minority groups on such issues as discrimination and affirmative action: A1

#### SELF-DESIGNED MAJORS: AT THE CUTTING EDGE

Students who devise their own courses of study can combine academic interests with career goals, often in areas that can have lasting impact on curricula: A31

#### THE WAVE OF ADULT STUDENTS

Colleges are finding that the growing numbers have brought improved instruction and more dynamic classes. Opinion: B3

Anti-Asian slogan scrawled on wall at Pomona College: A4

Madison unseats Purdue for Rube Goldberg title: A4

Injured fraternity member settles suit for \$150,000: A4

Safe-sex posters are criticized at U. of Utah: A4

Nation's first collegiate steel band performs in Taiwan: A5

Student-loan repayment becomes an art: A5

Rutgers deals with series of rapes and assaults: A31

Film students pursue a cult celebrity: A31

Students serve as volunteer firefighters: A31

### International

#### NEW DIRECTION SOUGHT FOR EXCHANGES

The role of government in academic relations with the former Soviet Union must be refined and, eventually, sharply reduced, officials say: A35

Kyrgyzstan's education chief plans a top-to-bottom reform of the former Soviet republic's system: A35

#### PALESTINIANS STRUGGLE FOR NORMALITY

Reopening after years of closure, Palestinian universities in the Israeli-occupied territories face financial crisis and restless students: A35

#### ACADEMICS APPLAUD VOTE IN SOUTH AFRICA

Approval of a referendum to continue constitutional negotiations toward a post-apartheid government ended fears of a renewed academic boycott: A38

Chinese army officer charged in death threats: A4

Program's ties to intelligence agencies raise concern: A35

### Arts

#### ELABORATE FASHION; A THEATRICAL FORCE

Works by 12 Russian designers feature striking and intricate designs. The "audacious" work of Peter Brook sparks the imagination: B7

#### ART THAT ADDRESSES ENVIRONMENTAL ISSUES

"Environmental Terror," an exhibit of the work of 10 contemporary artists, is appearing on several campuses. Endpaper: B52

### Gazette

Appointments and resignations in academe: A39

Deaths: A40

Calendar of coming events and deadlines: A40



## MARGINALIA

We have received the following document from Norman D. Stevens (who is director of libraries at the University of Connecticut):

**THE MOLESWORTH MANIFESTO**  
A spectre is haunting librarianship. To help banish that spectre, at least for a time, this manifesto describes the limited agenda adopted by The Molesworth Institute in support of its Director, Norman D. Stevens, for President of the American Library Association.

(1.) He will propose no new major initiatives, programs, themes, or other endeavours for ALA.

(2.) He will set his own agenda and calendar that will not be controlled by the mechanisms of ALA's bureaucracy.

(3.) He will limit the growth of committees, task forces, and the like. He will also take an open look at such appointments as he does control with a view to bringing into the workings of ALA both new members and old outsiders who can bring a fresh and joyful perspective to the organization.

(4.) He will propose that serious consideration be given to dismantling the central bureaucracy of ALA thus setting the divisions and chapters free to go their own way and enabling them to form, if they wish, a commonwealth structure that will better serve their needs.

(5.) He will propose the adoption of severe limitations on the terms of office on the ALA Council and all other official positions including committee membership.

(6.) He will encourage all units of ALA sponsoring programs during his term to take a light-hearted and uplifting look at the work of Our Profession.

(7.) He will assist librarians to speak eloquently, as only they can, to the fun, glory, and vision of librarianship by banishing all celebrities, including politicians, from their traditional role as the major attractions at ALA's conferences.

(8.) His inaugural address, "Paradigm Lost; Paradigm Regained," will celebrate the joy, and reveal the folly, of the past, present, and future of American librarianship.

(9.) His inaugural will be a simple, informal, open event "A Hundred Disparate Dazzlers" at which all librarians will be welcome. Attendees will be asked either to wear and carry t-shirts, caps, pins, shopping bags, and other paraphernalia that promote librarianship, or to dress up as their own version of the dreaded stereotype as portrayed in books, cartoons, film, poetry, television, or other media.

(10.) That's it! Why not?

## In Brief



## Campus recreates 100-year-old technology

MURRAY, KY.—Two Murray State University communications experts have re-created the wireless transmitter of a local 19th-century inventor and taken his discovery on the road.

Robert H. Lochte, an assistant professor of radio and television, and Larry Albert, chief engineer at the college television studio, have built a working replica of the 1892 invention that allowed Na-

than B. Stubblefield to speak by wire to a friend. The researchers won't call it a radio, but they say it contributed to the technology. The two, who are taking the replicas to academic conferences, first demonstrated the technique on Murray State's soccer field. Forrest C. Pogue (above), a retired history professor who also has researched the inventor, took part in the demonstration.

## Iowa colleges withdraw from accrediting process

CEDAR FALLS, IOWA.—Charging that accreditation policies are too restrictive and expensive, four of Iowa's largest universities have decided not to subject their teacher-training programs to the national accreditation process.

Drake and Iowa State Universities and the Universities of Iowa and Northern Iowa announced this month that they would with-

## Chinese army officer charged in death threats

TRENTON.—A federal prosecutor has charged a former Chinese army-intelligence officer with threatening to kill two Chinese dissidents: one a former student at Princeton University and the other still registered there. Officials said the officer had told them he would kill the dissidents if he was rejected from Princeton's Woodrow Wilson School of Public and International Affairs.

According to Assistant U.S. Attorney Daniel A. Greenstone, He Niendong told officials that he expected to be rejected by Princeton because of low Graduate Record Examination scores. Mr. He said that if the federal government helped him get into the university, he would serve American interests. But if he was rejected, Mr. He said, he would "become like Rambo" and kill the Chinese dissidents. The prosecutor ordered Mr. He detained while the U.S. Immigration and Naturalization Service decides whether to deport him.

## Anti-Asian slogan scrawled on campus wall

POMONA, CAL.—A slogan, "Asian American Studies Now," that had been painted by Asian-American students on a wall at Pomona College was defaced to read "Asian Americans Die Now."

The original slogan was painted on a wall near a dormitory that had been set aside for students' graffiti. Many of the college's 236 Asian-American students have been campaigning for the establishment of an Asian-American studies program at the Claremont Colleges, a consortium of six private colleges, including Pomona.

"The defacing of the wall is a clear sign that racism exists in Pomona," said Vivek Malhotra, a Pomona student and a member of the Asian American Student Alliance, a Claremont Colleges group.

Maintenance employees restored the Asian students' slogan, and campus and Pomona police are investigating the incident.

In other incidents, anti-Semitic messages were aimed at students at two California colleges.

## Injured fraternity member settles suit for \$150,000

PULLMAN, WASH.—A former student at Washington State University who broke his neck at a fraternity party four years ago has settled a lawsuit against his and several other fraternities and the university's InterFraternity Council.

Eric A. Bolstad received \$150,000 in the settlement. Mr. Bolstad was paralyzed in 1988 when, as a member of the Sigma Chi fraternity, he dived into shallow water during a belly-flop competition at an annual, off-campus fraternity party sponsored by Washington State fraternities.

## President orders

## removal of art work

EL PASO, TEX.—The president of El Paso Community College ordered the removal of a controversial poster after students and staff members complained it was offensive. The poster (right), called "Madonna and Child," was created by a student to advertise an art exhibit.

Leonardo de la Garza, the college's president, said he had been told that students were destroying the posters. He said he had asked that they be removed because of the "potential for the situation to get out of hand." The poster had been approved earlier by a panel of college officials.



## Students compete with wacky machines

WEST LAFAYETTE, IND.—A four-year Purdue University tradition was broken this month when students from the University of Wisconsin at Madison won the Rube Goldberg national contest.

The students came in first with an entry called "Indiana Jones and the Temple of Rube Goldberg." The machine revolved around the adventures of the movie character Indiana Jones as he sought to unlock a door leading his way to a hidden treasure. The contest (one entry in which a shown below) honors the cartoonist Rube Goldberg, who specialized in drawing humorous, complex machines to perform simple tasks.



## Safe-sex posters meet criticism

SALT LAKE CITY.—Seeking to promote "safe sex," a gay and lesbian group at the University of Utah put up dozens of posters around the campus depicting two naked men embracing. A day later the group found the posters had been torn down.

Hanging the posters was the first activity of the new group, campus chapter of the national organization known as Queer Nation. The posters read: "Use Condom Everytime." Scott Speirs, a senior and a member of the group, said it had obtained permission from university officials before hanging the posters.

Some students and alumni complained in letters to the student newspaper and telephone calls to the university that the posters were too graphic. Some on the campus formed a group called SMARTS—for Straight, Monogamous/Married or Abstinent, Responsible Teachers and Students—to protest the posters.

About two dozen faculty members have hung copies of the poster on their office doors to show support for the gay and lesbian group's message.



## Nation's first collegiate steel band hits the road

DE KALB, ILL.—Twenty current and former members of Northern Illinois University's steel band spent their spring break performing before audiences in Taiwan.

The band (above), believed to be the first steel band started on a North American college campus, was founded in 1973.

Since then, steel bands have

been started on about 40 other campuses. The instruments, which originated in the West Indies, are made from 55-gallon oil drums and produce a sound similar to an organ.

The group's trip to Taiwan was supported by the National Concert Hall and the Ju Percussion Foundation, both of Taipei.



## Student-loan repayment becomes an art

PORTLAND, ORE.—Can living in a store front window help one pay off a student loan? Stephanie G. Pierce certainly hopes so.

Ms. Pierce plans to set up house this week in the display window of Where's the ART! (above), the offbeat, coin-operated art gallery she owns here. The 1977 Portland State University graduate plans to live in the window—furnished with a bed, a portable range-top, and a small refrigerator—until she raises \$6,000 to pay off her graduate student loan to the Oregon State Scholarship

Commission. Ms. Pierce borrowed the money to attend Georgetown University Law Center. She graduated in 1980 but decided to give up corporate law in 1983. Later she put her artistic talent to work by opening the art gallery. But the business hasn't been profitable, and Ms. Pierce has fallen behind on her loan repayments. Now the State of Oregon is pressuring her to pay up.

So far, Ms. Pierce has received \$375. She is expecting more money to roll in after she moves into the space.

## PORTRAIT

## A Part-Time Job as a Hollywood Mover and Shaker

By LIZ McMILLEN

LOS ANGELES

In the chic, gray offices of the 64th Annual Academy Awards, Gilbert Cates is working the phones. With two and a half weeks to go before the show, Mr. Cates needs to plug the holes, as he puts it.

Reaching an agent, Mr. Cates goes over the film schedule of an actor he's wooing to present an award on the show. "You represent Robert Duvall, right? I'm calling because I'd like him on the show. It's March 30th and the rehearsal is on Sunday. What film is he doing? Here in L.A.? I know he's fond of Anjelica Huston and we could do something with her, or alone. If he's available and interested, let me know, and I'll get back to you with what I have in mind."

He hangs up and makes a note on the board that shows the latest lineup of people who will present awards. A parade of assistants begins appearing in the doorway. One talks about the touring schedule of Jessica Tandy, who is promoting *Fried Green Tomatoes* in London. "Find out when she gets back to America," he says. Another tells him that a studio head is on the phone. He takes the call.

## Three-Month Leave

Just another day in the life of the working dean of the theater, film, and television school at the University of California at Los Angeles.

Most days find Mr. Cates at the school, overseeing its graduate and undergraduate programs, 100 faculty members, and 650 students. But come January, he takes a three-month leave to produce television's ultimate variety show.

Mr. Cates, a highly respected director and producer, was tapped to head the reorganized school last year. He is the first dean of the school, created by combining the theater and film and television programs under one roof. The reorganization and Mr. Cates's appointment have brought a professional emphasis and a renewed sense of vigor to the school's programs, many professors and students say.

That is partly because of Mr. Cates's career, which spans film, Broadway theater, and television. Among the movies he has directed are *I Never Sang For My Father* (1970), which received three Academy Award nominations, and *Summer Wishes, Winter Dreams* (1973), which earned two Oscar nominations. In the 1980's, he served two terms as president of the Directors Guild of America. Mr. Cates also produced the last two Oscar shows, generally viewed as improvements over previous telecasts; last year's show won an Emmy.

"The show is coming together wonderfully," Mr. Cates says, sitting down to a quick lunch in the Oscar offices, which will close after the show. He contacts dozens of actors for the show, but the cast of characters is likely to change. And this year's show may be controversial, since gay activists plan a disruption to protest the portrayals of homosexuals in two films nominated for best picture.

Although some preparations for



Gilbert Cates: "All drama is conflict and resolution, whether it's a film, a play, or a television show."

the show are highly technical, putting it all together still involves a lot of ego stroking, an inexact science. Much of his time is spent on the phone negotiating with agents, who sometimes try to angle for ways to get other clients on the show, too. "It's a circus," Mr. Cates admits.

## A Favorite Metaphor

The circus is one of Mr. Cates's favorite metaphors (he wrote his master's thesis on the subject at Syracuse University). "Actually, UCLA is a circus," he muses. "That might seem like a lighthearted description. But think about it: diverse elements coming together for an audience—in this case, the students."

Mr. Cates may come straight out of Hollywood, but he looks and sounds the part of the professor. More partial to tweeds than to Armani suits, he is described by students and professors as thoughtful and down to earth. Peter Guber, the head of Sony Entertainment, a visiting professor at the school, and a member of the search committee for the dean's job, says he recommended Mr. Cates because of his professional experience as well as his leadership abilities. "Gil has an unusual blend of skills," he says. "He's humanistic and he can get people to work together. That's what the school needed."

At some universities, the theater, film, and television programs are separated by a kind of academic Iron Curtain, with little interaction—and some enmity—among them. That was the case at UCLA until two years ago. Mr. Cates believes that each has something to say to the other.

"Most of my friends are in all three," he says. "In the real world,

there is a relationship between all three, whereas in a university, the three disciplines are kept totally apart."

That interdisciplinary approach was evident in a course Mr. Cates taught last year, where students read the play, *Children of a Lesser God*, saw the movie, and met with Mark Medoff, who wrote both the play and screenplay. "All drama is conflict and resolution, whether it's a film, a play, or a television show," he says.

## A Century of Film

Growing animated, he mentions the opening musical number of last year's Oscar ceremonies as an illustration of his thinking. Pulling out a videotape of the show, he is eager to prove his point. Probably the most expensive opening number in television history, the segment highlights 100 years of film in a six-minute montage of movie clips accompanied by dancers performing first via satellite from a Paris theater and then in Los Angeles.

Although it may look effortless, it wasn't. More than three months in the making, the segment, which includes clips of more than 100 films, is stunning in its technical complexity. As shots from *Casablanca*, *Taxi Driver*, *Goodfellas*, and other films whiz by, the dancers seemingly melt back and forth into the action on the screen behind them. "It's amazing, if I say so myself," he says, looking contented.

For clues to what Mr. Cates may accomplish as dean, watch that segment. It's an excellent example of a blurring of all three genres: live dancers becoming film on television. Says Mr. Cates: "If anything is relevant to what I do at UCLA, it's that."



The scholarly battle over access to the Dead Sea Scrolls may now be over. A microfiche edition of the Dead Sea Scrolls will be published next fall in the Netherlands with the agreement of the Israel Antiquities Authority. Emanuel Tov of the Hebrew University of Jerusalem, who heads the international team of scholars now deciphering the scrolls, will edit the volumes, which will contain photographs of the scroll fragments that have not yet been officially published.

Last fall the Biblical Archaeological Society in Washington published an unauthorized, two-volume edition of the photographs, which had been obtained from an undisclosed source, but an Israeli court later issued an injunction that stopped distribution of the books. The forthcoming publication has the endorsement of Israeli authorities.

Mr. Tov noted that the microfiche edition was intended to supplement, not replace, the continuing work of deciphering and publishing scholarly editions of the scrolls.

"This is raw material," he said. "But the minute scholars have the raw material in hand, it is of great significance. Scholars will now be able to examine the thousands of fragments we have and may in some cases dispute how we have pieced them together or deciphered them." The new edition will be published by E. J. Brill of Leiden and will cost \$285.

A tour guide who occasionally used a small research telescope at the University of Texas at Austin's McDonald Observatory in his spare time has discovered a supernova, or exploding star, in a galaxy 75 million light-years from Earth.

Bill Wren, a social worker by training who has conducted public tours at the observatory since 1990, made the discovery last month while using the observatory's 30-inch research telescope.

Mr. Wren, an amateur astronomer, had spent the past year searching about 800 galaxies for supernovae on small research telescopes at the observatory when they were not being used by professional astronomers. Those opportunities typically occurred on nights when moonlight obscured the detailed and distant observations needed by researchers. It was on such a night that Mr. Wren made his discovery of the supernova.

The supernova is located in NGC 5377, a spiral galaxy similar in structure to the Milky Way. Using a telescope, astronomers say the object can be seen near the handle of the Big Dipper in the constellation Canes Venatici.

J. Craig Wheeler, a professor of astronomy at Austin, said, "As far as we can tell, Bill's supernova is not one of the brightest ones, but that makes it more precious."

"It's more valuable," he added, "because it's rare."

## Scholarship

### Technology Allows Engineers to Make Solid Objects From Computer Designs

Researchers say 'rapid prototyping' may lead to 'desk-top manufacturing'

By DAVID L. WHEELER

Engineers predict that an era of "desk-top manufacturing" will evolve from newly developed machines that quickly turn three-dimensional computer graphics into solid objects.

Computer operators using the technology, now known as "three-dimensional printing" or "rapid prototyping," can use their keyboards to sculpt an object on their screens. Minutes later, they can hold a paper, plastic, or ceramic version of that shape.

The technology was originally conceived to help engineers design products ranging from tools to cars. Rapid prototyping, engineers say, can shorten the time between a product's conception in a designer's mind and its execution on the factory floor.

"You can check form, fit, and function with a prototype in a matter of hours instead of waiting days or weeks," says William Biles, a professor of computer-aided engineering at the University of Louisville. Mr. Biles was commissioned by IBM to evaluate rapid-prototyping technologies.

A handful of companies have introduced rapid-prototyping systems to the market, and university researchers are trying to improve on those processes, racing to invent new ones, and developing new uses for the machines.

The equipment has already helped physicians plan reconstructive facial surgery, aided mathematicians pondering topographical problems, and assisted a golf-club manufacturer who was designing a new grip.

#### Systems Are Expensive

"There's nothing like a physical model to give presence to a concept," says Norman P. Kinzie, an architect and inventor in Needham, Mass., who holds a patent on a three-dimensional printing process. "There are times when an image on a computer screen is just not good enough. You have to have a group of people handle something."

The rapid-prototyping systems on the market are expensive. Mr. Biles is shopping for a complete system. He says he expects to pay about \$500,000—not including computers.

The proprietary materials used to make the prototypes in some processes are also expensive—\$100 a gallon for the liquid plastic used in one process.

Cynthia C. Jara-Almonte, an assistant professor of mechanical engineering at Clemson University and a researcher in the Intelligent Design and Rapid Prototyping Laboratory there, sees a cheaper alternative evolving.

"I think rapid prototyping is going to

come out with a lower-cost output device—like a workstation or a laser printer," she says. "It will sit next to an engineer's desk and you can design a product, push a button, and get a 3-D output."

At the other end of the cost spectrum, Ms. Jara-Almonte says, will be machines capable of producing a few hundred parts or making one-of-a-kind designs. One of her colleagues at Clemson hopes to use rapid prototyping to make replacements for damaged hip joints.

"The early role of rapid prototyping was 'touchy-feely'—to give an artist or engineer something they could react to," says Saul Young, director of the Center for Advanced Manufacturing at the University of Dayton. "Now people want a real working prototype."

Most of the rapid-prototyping processes are based on a relatively simple idea—that

cut the paper away," says Mr. Weiss. Rapid prototyping in metal, the Carnegie Mellon scientists say, will make it easier to create functioning parts.

In the first stage of rapid prototyping, a computer operator familiar with three-dimensional graphics programs designs the object or part. Such programs vary, but they usually offer the user a repertoire of basic shapes, such as blocks, spheres, and cones. The computer operator can determine the dimensions of the shapes, and then orient and combine them while watching on a monitor.

#### Some Troublesome Stages

Once a designer is pleased with what he views on the computer screen, the commands must be added to specify how the object will be made into a solid shape. The stages between the design and the

**"There are times when an image on a computer screen is just not good enough. You have to have a group of people handle something."**

three-dimensional objects can be built up layer by layer.

"You decompose a three-dimensional problem into two-dimensional parts," says Lee E. Weiss, a senior research scientist at Carnegie Mellon University's Engineering Design Research Center.

The processes used to make the layers vary. In one, a laser traces the shape of each layer in a vat of resin that hardens when it is touched by the laser's light. After one layer is shaped, the object is dropped lower in the resin bath and a wiper blade evens out a new layer of liquid resin on top of the previous layer. Then the laser traces out the shape of the next layer.

In another process developed at the University of Texas at Austin, a laser fuses wax, plastic, or metal powders that are rolled out in successive layers.

#### Recently Patented Process

At Carnegie Mellon, a recently patented process builds up layers with sprayed metals. To begin the process, a laser cuts a stencil from a sheet of paper with two layers, one of which can be peeled off from the other one. Then a robotic arm sprays an even layer of metal into the hole or holes formed by the stencil.

After that layer is sprayed, one paper layer is peeled off to remove metal that was sprayed beyond the prototype's outline. One sheet of the two-layered paper remains after each step to support any overhanging features on the prototype.

"You build up a paper cocoon and then

printing stages have been troublesome in rapid-prototyping technology. At Carnegie Mellon, Mr. Weiss says that in the past has sometimes taken weeks or even months to write the programs needed to translate a complex shape into the commands that a machine uses to make a prototype.

A designer or a computer program needs to determine how a prototype should be oriented during the layer-by-layer construction process. A cylinder, for example, can be more easily constructed if it is standing upright and is made from a stack of circles than if it lies on its side and each layer must be different.

Orientation is also important to try to avoid what rapid-prototype engineers call the "stair-step effect"—the distracting terraces that can be seen when relatively thick layers are used to create sharp curves.

The layering processes create one additional problem during manufacturing. When the first layers of a feature that jut out of an object—like the balcony on a model of a house—are being made, those layers are usually so thin that they sag if they are not supported.

That means that some sort of support must be built under overhangs, and computer programs or the object's designer have to plan for them. Supporting cantilevered features is more of a problem for some prototyping methods than for others.

Programming problems are being eased somewhat as more computer-graphics

Larry Dooley, a professor of bioengineering, looks forward to helping surgeons use rapid prototyping technology to do customized bone implants.

software operates in three dimensions instead of two, creating mathematical representations of surfaces that would be invisible from the viewpoint of the person watching a computer monitor.

Standard computer programs and "slicing" algorithms, which break down graphic representations of objects into layers, have been devised to help ease the conversion of shapes described in three-dimensional software to finished objects. Increasingly, those who write graphics programs are also planning for three-dimensional output.

At Clemson University, Larry Dooley, a professor of bioengineering, is using the increasing capabilities of three-dimensional graphics programs to help surgeons replace bones.

Mr. Dooley has designed a computer program that uses the information from X-rays to compare the size and shape of a patient's hip joint with standard sizes of artificial replacements. Mr. Dooley is also planning for the day when he can help surgeons use rapid-prototyping technology to do customized bone implants.

#### Surface Texture and Color

The hope is that bones damaged by arthritis, accidents, or tumors could be replaced with artificial bones of an identical size. The speed of rapid-prototyping processes would mean less of a wait for patients in need, Mr. Dooley said.

Rapid-prototyping technology is increasingly being proposed for such critical uses. But engineers caution that the strength and the accuracy of the prototypes being made still need improvement. While models created by rapid-prototyping systems can be machined to make sure they meet close tolerances, that adds an extra step to the process.

Design-oriented engineers and artists who have become interested in rapid prototyping also hope to add more variety to surface texture and color to prototypes.

Mr. Kinzie, the inventor in Massachusetts, has conceived a process that could combine the bonding between layers of plastic or paper with the coloring of each layer. No such system yet exists, but theoretically an object made from such a process—a model of a human brain, for example—could be opened at any layer to reveal the color details of its interior.

With such a system, Mr. Kinzie says, universities could purchase data bases of archaeological and biological specimens and print them out for students to examine.

"The technology is a long way away, but there is no fundamental reason why lamination can't reach the level of fine resolution that would be necessary for that," he says.



PHOTO BY L. H. HARRIS



A team of chemists at the Pennsylvania State University has discovered a new class of ball-shaped molecules with unique properties that, scientists say, could lead to the development of new materials for use in electronic devices, computer information storage, and pollution-control technologies.

Each of the molecules in this new class, called metallo-carbocarbides—or "met-cars"—consists of 12 carbon and 8 titanium atoms arranged in a cage-like structure. Researchers say the arrangement is unique, since no other combination of titanium and carbon atoms has been found by scientists to be chemically stable.

Details of the discovery were published in the March 13 issue of *Science* by a team of scientists headed by A. Welford Castleman, Jr., a professor of chemistry at Penn State.

Mr. Castleman said the structure of the molecules in the new class appeared much "like a hollow ball made of 12 sections shaped like pentagons and arranged in a rounded, cage-like structure."

The researchers discovered the molecules while working on an experiment involving the reaction of metal atoms and ions with organic molecules, some of which led to the formation of polymers. When they measured the products of the reactions on a mass spectrometer, an instrument that identifies a material by determining the collective mass of its constituent atoms, they discovered they had created many copies of a molecule containing titanium and carbon.

Mr. Castleman said the scientists knew immediately that the molecules were of a class that had not been seen before.

"We think the molecules represent an entirely new and broader class of molecular clusters that we expect to have unusual chemical and physical properties with many potential applications," he added.

William Happer, director of the Office of Energy Research at the U.S. Department of Energy, which financed the research, said such "clusters may be useful for novel catalysis of chemical reactions, new electronic materials applications, and possibly in modifying proteins in living organisms."

"Pollution control and mitigation and the production of new chemicals may also be areas of practical application of this new class of molecules," he said. "The uniqueness and stability of the 'met-cars' may also lead to their eventual use as tracers in biological and environmental systems, such as in ecosystems and the atmosphere."

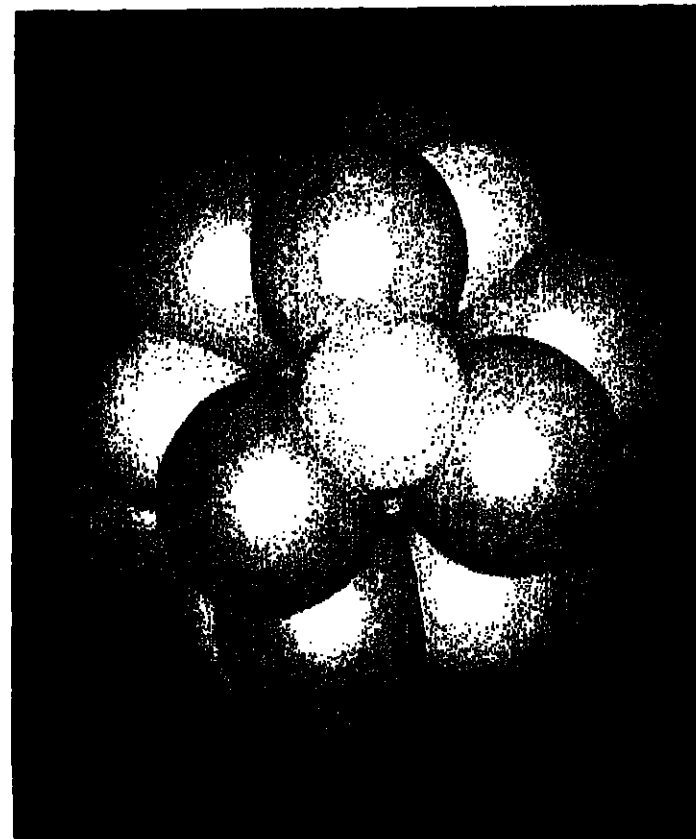
—KIM A. McDONALD

Scientists have isolated a chemical in broccoli that they believe helps prevent cancer.

The researchers have also found a way to measure the amount of the chemical, sulforaphane, that is present in other

## RESEARCH NOTES

- Chemists discover a new class of ball-shaped molecules
- Scientists isolate an anti-cancer chemical in broccoli
- Winds may have parted waters in biblical crossing of Red Sea
- Whites more likely than blacks to have coronary bypass surgery
- Victorian wives maintained family's social status, scholar says



This computer model of a metallo-carbocarbide molecule shows the titanium atoms in green and the carbon atoms in purple.

foods. Paul Talalay, a professor of pharmacology at the Johns Hopkins Medical Institutions, and other researchers there reported their findings in the March 15 issue of the *Proceedings of the National Academy of Sciences*.

The Johns Hopkins scientists said they had established that sulforaphane is a potent stimulator of cellular enzymes that help the cells block the action of chemicals capable of causing tumors. The scientists do not yet know if sulforaphane can also help prevent the cancerous tumors that can arise spontaneously in tissue.

Epidemiologists have noticed that those who regularly eat vegetables, particularly cruciferous ones such as broccoli and Brussels sprouts, have lower cancer rates. But even after the latest finding, scientists are uncertain whether the chemicals, the vitamins, or the fiber in vegetables confers the protective benefit.

To find the protective chemical, the scientists isolated all of the chemicals that make up broccoli and then tested the ability of each one to make cells produce the protective enzymes.

—DAVID L. WHEELER

Two oceanographers have come up with an explanation for the parting of the waters that enabled the Israelites to cross the Red Sea in the biblical story of the Exodus.

For many years, historians, archaeologists, and other scholars

(about one to two miles) are more than sufficient to cause the cumulation that befell the Egyptians according to the biblical description," Mr. Paldor said. "Once the wind relaxes, the water abruptly returns to its pre-wind position in the form of a gravity wave traveling at the speed of 10 knots, which can then flood the entire receding distance in only four minutes—not leaving enough time for the Egyptians to escape."

The researchers noted that their theory is supported by the Bible's description of a strong wind that blew for the entire night before the crossing and the unusual geometry of the shoreline and bottom of the northern part of the Gulf of Suez.

Biblical scholars who have translated Hebrew texts of the book of Exodus believe the incident did not take place across the Red Sea, but at a marshy area at the northern end of the Gulf of Suez known as the Sea of Reeds.

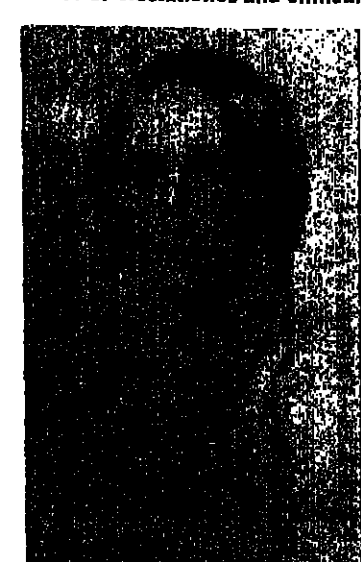
The two researchers said that part of the gulf has an undersea ridge that could have been used by the Israelites as a bridge. It also has a very large sea-surface slope, over which the wind-whipped water could have been pushed, giving the appearance, according to the biblical account, that "the waters were a wall unto them on their right hand, and on their left."

—K.A.M.

Whites are more apt to undergo coronary-artery bypass surgery than blacks, researchers say.

The operation is intended to help patients who have heart muscles that are not getting a sufficient supply of blood.

Kenneth C. Goldberg, a professor of biostatistics and clinical



Elizabeth Gaskell: Her novel "Wives and Daughters" turns the Victorian myth of the "angel in the house" on its head.

epidemiology at the Medical College of Wisconsin, with colleagues from the Mayo Clinic and the Health Care Financing Administration, analyzed the records of all Medicare patients in the United States in 1986.

The researchers studied the rates of coronary-artery bypass surgery in each state and reported their results in the March 18 issue of *The Journal of the American Medical Association*.

They found that about 40 out of every 100,000 white men had undergone the operation, but only about 9 out of every 100,000 black men had done so. The scientists said that they were not sure why the difference existed, but that it might be due to physicians' prejudice or a lack of insurance that can supplement Medicare.

—D.L.W.

Wives in Victorian households played the significant economic and political role of acquiring or maintaining the family's social status, says a literature scholar at the University of Florida.

A key Victorian social myth that is often found in the novels of the period, writes Elizabeth Langford in the March issue of *PMLA*, is that of the middle-class wife as the "angel in the house"—the moral and emotional center of the household. From such a perspective, women are understood to be subservient to men.

Looking at the Victorian woman's place from the point of view of class, Ms. Langford argues, turns the myth of the angel in the house on its head. While the middle-class husband earned the resources to support the household, the wife managed those resources to maintain the family's status—a job that included not only dealing with servants and other members of the lower class, but also negotiating the family's own place in the class hierarchy. The Victorian woman's major, and very important, role, Ms. Langford says, consisted of "class management."

That female role can be seen in various manifestations in the fiction of the period, Ms. Langford writes. In Charles Dickens's *David Copperfield*, for example, David marries a woman, Dora Spenlow, who is manifestly incapable of "class management" and, as a result, the household's status is jeopardized.

By contrast, the character of Mrs. Gibson in Elizabeth Gaskell's comic novel *Wives and Daughters* is expert at her task. In that novel, Mrs. Gibson is the second wife of a doctor—a position that, in Victorian society, carried an ambiguous social status—who has been trying, not very successfully, to raise a daughter on his own. Mrs. Gibson manages not only to bring order to her new household, partly by dismissing some of the old servants, but also to secure for her own daughter and her stepdaughter socially prestigious marriages.

—ELLEN K. COUGHLIN

## NEW SCHOLARLY BOOKS

Compiled by NINA C. AYUB

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

### ANTHROPOLOGY

*The Bushman Myth: The Making of a National Underclass*, by Robert J. Gordon (Westview Press; 304 pages; \$35). Identifies misconceptions about the culture and history of the Bushman or San people of southern Africa.

*Cad Mader: A Study of Agrarian Reform in the Homestead of Cardenas*, by John G. Hill (University of Texas Press; 350 pages; \$30). Combines oral testimony and archival sources in a study of the effects of Mexican land-reform policies in Guadalupe, Michoacán, during and after the presidency (1934-1940) of Michoacán-native Lázaro Cárdenas.

*Had Meso America With a Grammatical Overview*, by Charles A. Hoffman (University of Utah Press; 321 pages; \$35). Edition, translation, and study of transcribed texts of the Ixil Maya language gathered during the 1979-1980 and 1988.

*Today There Is No Misery: The Ethnography of Farming in Northwest Portugal*, by Jeffrey W. Beatty (University of Arizona Press; 177 pages; \$29.95). Combines anthropology and ecology in a study of agricultural and social change in the rural south of Portugal.

*Women's Medallions: The Zar-Bori Cult in Africa and Beyond*, by M. Lewis, Ahmed Al-Sab, and Seyid Hurreiz (Edinburgh University Press; 296 pages; \$69). Discusses a spirit-healing cult with members in African and Arab countries.

*Yapese Women*, by Lynn Stephen (University of Texas Press; 316 pages; \$35). Hardcover, \$14.95 paperback. Considers how weaving for export has affected the lives of women in several Zapotec Indian communities around Oaxaca, Mexico.

### ARCHAEOLOGY

*The Origins of Southwestern Agriculture*, by R. G. Matson (University of Arizona Press; 276 pages; \$60). Proposes a theory of the origins of what is referred to as the Basketmaker II culture of the American Southwest.

### ART AND ARCHITECTURE

*Architecture, Ceremonial, and Power: The Temples of the Maya and Aztec*, by John Palka (University of Texas Press; 384 pages; \$50). Discusses the ceremonial palace in connection with architecture and ritual, the ideology of absolute sovereignty, and changing perceptions of buildings throughout history.

*Art in the Age of Romanticism*, by Jacques de Caso, translated by Dorothy Johnson and Jacques de Caso (Princeton University Press; 288 pages; \$49.50). Explores the art, politics, and writings of the French sculptor Pierre-Jean David d'Angers (1788-1856); includes previously unpublished material.

*La Colonnade and the Mystique of the 19th Century*, by Jean-Louis Cohen (Princeton University Press; 300 pages; \$49.50). Describes the Swiss architect's design projects for the Soviet Union.

*Pop Art and Consumer Culture: American Pop Market*, by Christin J. Manly (University of Texas Press; 245 pages; \$24.95). Hardcover, \$17.95 paperback. Shows how pop art's links to 1960's consumer culture contributed to its commercial success despite art critics' initial opposition to the genre.

*New Zealand's Economic Native Plants*, by R. C. Cooper and R. C. Camble (Oxford University Press; 264 pages; \$49.95). Combines Western and indigenous Maori perspectives in a study of past, present, and future uses of the country's flora.

*Managing Change for Competitive Success*, by Andrew Pettigrew and Richard Wilson (Basil Blackwell; 304 pages; \$29.95). Uses data from four industrial sectors to examine how British companies manage strategic change.

*Political Controversy: A Study in Eighteenth-Century Propaganda*, by Robert D. Spector (Greenwood Press; 200 pages; \$45).

### CULTURAL STUDIES

*Megalopolis: Contemporary Cultural Sensibilities*, by Celeste Olalquiaga (University of Minnesota Press; 112 pages; \$24.95 hardcover, \$12.95 paperback). Examines how personal experience is shaped by contemporary urban culture.

*Economic Decline in Britain: The Shipbuilding Industry, 1880-1970*, by Edward Lorenz (Oxford University Press; 176 pages; \$46). Links the industry's troubles to a lack of trust between labor and management, and management's uncertainty over the need for organizational reforms in the post-World War II era.

*The Economics of Prohibition*, by Mark Thornton (University of Utah Press; 194 pages; \$35 hardcover, \$15.95 paperback). Draws on "Austrian School" economic theory in a study of the economic and social consequences of restrictions on drugs and alcohol; proposes a free-market alternative.

*Polishing a Socialist Society: The German Democratic Republic*, by Nancy Travis Wolfe (Greenwood Press; 264 pages; \$55). Reports on research conducted over



a six-year period from 1985 to 1991, thus incorporating changes in the criminal justice system after the dissolution of East Germany's Communist regime.

### ECONOMICS

*Globalization: Contemporary Cultural Sensibilities*, by Celeste Olalquiaga (University of Minnesota Press; 112 pages; \$24.95 hardcover, \$12.95 paperback). Examines how personal experience is shaped by contemporary urban culture.

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*The Inducing Power of Japanese Technological Innovation*, by Chihro Watanabe (Praeger Publishers; 200 pages; \$59). Discusses the Japanese government's success in promoting innovation.

*Belence, Nationality, and Neoliberalism*, by Lance D. Kella (University of Delaware Press; 192 pages; \$31.50). Challenges neoclassical economists' claims to have developed a scientific theory of economics.

### EDUCATION

*The Teacher's Voice: A Social History of Teaching in Twentieth Century America*, edited by Richard J. Allenbaugh (Falmer Press; 227 pages; \$22). Includes comparative discussion of teachers' experiences in the South, West, and Northwest, and in urban, rural, and small-town settings.

### FOALORE

*Listening to Old Voices: Folklore, Life Stories, and the Elderly*, by Patrick B. Mullen (University of Illinois Press; 312 pages; \$30.95). Considers how elderly

people use storytelling and folk traditions to engage others and pass on knowledge. *West African Folktales*, by Jack Berry, edited by Richard A. Spears (Northwestern University Press; 229 pages; \$24.95 hardcover, \$13.95 paperback). Annotated edition of folk tales from Ghana, Nigeria, and Sierra Leone collected by the American linguist Jack Berry over a 35-year period.

### GEOGRAPHY

*Andean Ecology: Adaptive Dynamics in Ecuador*, by Gregory Knapp (Westview Press; 220 pages; \$35.50). Analyzes changes in Andean farmers' agricultural strategies.

*A Question of Place: Explaining the Practice of Human Geography*, by R. J. Johnston (Basil Blackwell; 148 pages; \$39.95 hardcover, \$24.95 paperback). Develops an approach for the study of individual and collective perceptions of place.

### GEOLOGY

*Ancient Landforms*, by C. D. Ollier (Pinter Publishers; distributed by Columbia University Press; 240 pages; \$59). *Continued on Following Page*

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the creation of land forms by erosion, earth movements, and volcanic activity.

## HISTORY

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pages; \$19.95). Critiques Marxist, liberal, and other "Eurocentric" approaches to studying African history and culture. **The Birth of Intimacy: Privacy and Domestic Life in Early Modern France**, by Annik Paradis-Chalbrun, translated by Jocelyn Phelps (University of Pennsylvania Press, 241 pages; \$39.95). Draws on data from 2,783 household inventories compiled for legal purposes by Parisian notaries during the period 1600 to 1700. **Boris Savinkov: Renegade on the Left**, by Richard D. Spence (East European Monographs, distributed by Columbia University Press, 460 pages; \$40). Traces the life of the Russian revolutionary from his activities in the student underground of the 1890's to his service in the short-lived Kerensky government, to his role in the emigre anti-Bolshevik movement. **Charles, Earl Grey: Aristocratic Reformer**, by John W. Derry (Basil Blackwell, 256 pages; \$49.95). A biography of the British aristocrat and statesman who served as Prime Minister from 1830 to 1834. **Command on the Western Front: The Military Career of Sir Henry Rawlinson, 1814-1918**, by Robin Prior and Trevor Wilson (Basil Blackwell, 384 pages;

\$44.95). A study of the English army officer and Orientalist. **A Confederate Lady Comes of Age: The Journal of Pauline DeCaradeau Heyward, 1863-1868**, edited by Mary D. Robertson (University of South Carolina Press, 160 pages; \$34.95). Documents a South Carolina family's experience of the Civil War and Reconstruction. **The Conflict of Christian and Muslim Spain, 1031-1187**, by Bernard Reilly (Basil Blackwell, 272 pages; \$49.95). Traces the history of the conflict between the Christian and Muslim governments in Iberia beginning with the fall of the caliphate of Cordoba. **The "Coutumes de Beauvillain" of Philippe de Beaumanoir**, translated by F. R. P. Alchour (University of Pennsylvania Press, 749 pages; \$74.95). First English translation of a late 13th-century text on the customary law of the County of Clermont in the French region of Beauvais. **Orals and Translations in Seventeenth-Century China: Society, Culture, and Modernity in Li Yi's World**, by Chun-hui Chang and Shelley Hsueh-hui Chang (University of Michigan Press, 472 pages; \$55). Explores a dramatic period of social change in China through discussion of the life and work of the scholar, writer, and publisher Li Yi. **Culture and Control in Counter-Reformation Spain**, edited by Anne J. Cruz and Mary Elizabeth Perry (University of Minnesota Press, 267 pages; \$39.95). Focuses on the Roman Catholic Church's policies toward women and religious minorities. **Doing What the Day Brought: An Oral History of Arkansas Women**, by Mary Louann Kottick and Pamela Claire Honek (University of Arizona Press, 174 pages; \$40). Hardcover, \$16.95 paperback. Covers the period since the late 19th century. **The Eagle-Dragon Alliance: America's Relations With China Through War II**, by Wesley M. Bagby (University of Delaware Press, 312 pages; \$45). **The Earl of Wharton and Whig Party Politics, 1678-1718**, by Christopher Robin Edmon (University of Delaware Press, 312 pages; \$45). **Edwin Meilen Press: 463 pages; \$89.95**. Discusses the English politician Thomas Wharton and the "Whig Junta," a group of ministers that controlled Parliament under King William III and later under Queen Anne. **Egypt, Canaan, and Israel in Ancient Times**, by Donald B. Redford (Princeton University Press, 480 pages; \$39.95). Uses archaeological and textual sources to trace the history of relations among the Hebrews, Canaanites, and Egyptians from the Paleolithic period to the fall of Jerusalem in 586 B.C. **The Engineer of Revolution: L. B. Krausz and the Bolsheviks, 1870-1928**, by Timothy Edward O'Connor (Westview Press, 322 pages; \$55). Discusses the life and work of a leader of the Bolshevik faction of the Russian Social Democratic Workers Party, who served as commissar of foreign trade in the Soviet government in the 1920's. **The Evolution of Political Protest and the Workingmen's Party of California**, by Neil Lurry Shumsky (Ohio State University Press, 270 pages; \$45). Shows how European immigrants who participated in July 1877 riots in San Francisco learned the mechanisms of party politics through membership in the W.P. **For Your Freedom Through Ours: Polish-American Efforts on Poland's Behalf, 1863-1864**, by Donald E. Piontek (East European Monographs, distributed by Columbia University Press, 400 pages; \$56). Describes Polish Americans' organized efforts to promote political independence for their ancestral homeland. **The Germans and the Final Solution: Public Opinion Under Nazism**, by David Bank (Basil Blackwell, 304 pages; \$44.95). Draws on previously unpublished materi-

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**France in the Middle Ages, 987-1460**, by Hugh Capet to Joan of Arc, by Georges Duby, translated by Juliet Vale (Basil Blackwell, 600 pages; \$49.95). Focuses on the emergence of the French state. **Francis Parkman, Historian on Horse: The Formative Years**, by William R. Jacoby (University of Texas Press, 237 pages; \$27.50). Argues that the 19th-century historian's experiences as an explorer on the Oregon Trail and later battling a debilitating illness led him to see himself as a hero; shows how this image shaped his portrayal of historical figures. **Genghis Khan: His Life and Legacy**, by Paul Ratchnevsky, translated by Thomas Nivison Haining (Basil Blackwell, 272 pages; \$34.95). A biography of the 13th-century Mongol conqueror. **Gentlemen Capitalists: The Social and Political World of the Victorian Businessmen**, by H. L. Mulchow (Stanford University Press, 450 pages; \$47.50). Presents biographical case studies of four 19th-century British businessmen and their families—Robert Fowler, a private banker; Samuel Holland, a sluto-quarry owner; John Holms, a worsted manufacturer; and William McArthur, a merchant who traded with Australia. **The Germans and the Final Solution: Public Opinion Under Nazism**, by David Bank (Basil Blackwell, 304 pages; \$44.95). Draws on previously unpublished materi-

al in a study of the German public's attitudes toward Nazi and Semitic. **God Made Man, Man Made the State: Autobiography of George Yano**, by F. N. Boney, Richard L. Hunt, Rudolph Zoller (Mercer University Press, 219 pages; \$24.95). Edition of the previously unpublished memoir of a slave who was elected to the Virginia legislature during Reconstruction. **Jacksonville: Riverport—Savannah**, by George E. Baker (University of South Carolina Press, 192 pages; \$29.95). Traces the history of maritime activity in the Florida port from the French mist Jean Ribault's landing in 1565 to the U.S. Operation Desert Shield in 1990. **Li Ao: Buddhist, Taoist, or Neo-Confucian?**, by T. H. Barrett (Oxford University Press, 192 pages; \$39.95). Explores influences that shaped the mind of a Chinese scholar's book of *Inner Nature*. **Lorenzetti's Golden Mean: The Rhetoric of Siena, 1288-1289**, by Antonio Rossino (Peter Lang Publishing, 200 pages; \$49.95). A study of the coalition government that ruled the Tuscan commune of Siena during the 13th century. **The New Model Army: In England, Ireland, and Scotland, 1645-1660**, by John G. F. Davies (Basil Blackwell, 608 pages; \$54.95). Describes the formation of the army of Oliver Cromwell and his victories over Scottish, Irish, and royalist English forces. **Pakistan as a Peasant Utopia: The Nationalization of Class Politics in Bengal, 1920-1947**, by Tariq Ali

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**"The Popular Engine": New England Newspaper During the American Revolution, 1778-1789**, by Carol Sue Humphrey (University of Delaware Press, 208 pages; \$34.50). Topics include the work lives of New England printers as well as the press's role in political issues at the state and national levels. **Wives and Triumph: Women of the American Civil War**, by Marilyn M. Culpepper (Michigan State University Press, 300 pages; \$24.95). Draws on the diaries and correspondence of more than 500 women to present a profile of the female experience of the Civil War. **Woman, Palestine, and the Peace: Shaping Conventional Wisdom at the Beginning of the Cold War**, by Bruce J. Eveness (Greenwood Press, 256 pages; \$45). Discusses the roles of cold-war politics, the mass media, public opinion, and the Zionist movement in shaping the Truman Administration's shifting policy toward the partition of Palestine. **Wives: A Documentary History, 1450-1850**, edited by David Chambers, Brian Pullan, and Jennifer Fletcher (Basil Blackwell, 350 pages; \$49.95). Includes much previously untranslated material.

**History of Science**  
**A Documentary History of Biochemistry, c. 1770-1940**, by Mikulas Teich with Dorothy M. Needham (Fairleigh Dickinson University Press, 756 pages; \$85). Covers the period from the work of Lavoisier and Priestley in the late 1700's to the splitting of the atom in the 1940's. **Science in the Medieval World: "Book of the Catalogue of Nations"**, by S. H. D. Anagnostis, edited and translated by Solomon I. Salomon and Alok Kumar (University of Texas Press, 152 pages; \$29). First English translation of *Kitab Tabaqat al-Umam*, a 10th-century Spanish Muslim text that describes the scientific contributions of nine nations or peoples.

**The Constitution and Race**, by Donald E. Lively (Praeger Publishers, 208 pages; \$45). A study of the U.S. Supreme Court's rulings on questions of race. **European Community Sex Equality Law**, by Evelyn Ellis (Oxford University Press, 256 pages; \$64). A study of sex law on equal pay and equal treatment in employment and related areas. **How to Read Everyman: The Law of Chaucer and the Assault on Genius**, by Edward G. Rieu (Random House, 814 pages; \$30). A history of legal struggles over literary censorship. **Unsettling Morality: American Legal Thought and the English Roots**, by Alice Fletcher (Harvard University Press, 168 pages; \$45). Discusses various aspects of the legal process that have shaped litigation dealing with the issues of abortion, criminal in-

sanity, sodomy, pornography, and the death penalty. **Politics and the Courts: Toward a General Theory of Public Law**, by Barbara M. Yarnold (Praeger Publishers, 160 pages; \$39.95). Considers the effects of political and environmental variables such as religion on judicial decisions; includes case studies of litigation involving asylum appeals and the "sanctuary" movement. **Precedent Inflation**, by Susan W. Brenner (Transaction Publishers, 371 pages; \$39.95). Shows how the Anglo-American concept and use of legal precedent have been shaped, through history, by the technological means available to disseminate information about such prior judicial decisions; argues that the current trend toward using computerized data bases in that regard will result in a "quantitative" concept of precedent similar to the use of quantitative data in scientific endeavors.

## Linguistics

**Current Studies in Spanish Linguistics**, edited by Hector Campos and Fernando Martinez-Gil (Georgetown University Press, 606 pages; \$30). Presents original research by specialists in Spanish linguistics who subscribe to Noam Chomsky's theory of "Universal Grammar."

**Linguistic Variation and Change: On the Historical Sociolinguistics of English**, by James Milroy (Basil Blackwell, 246 pages; \$49.95). Hardcover, \$19.95 paperback. Develops a theory of language change based on the study of social networks and the relationship between networks and social class; draws on data from Belfast, Northern Ireland. **Text Generation and Systemic-Functional Linguistics**, by Christian M. I. M. Mathiessen and John A. Bateman (Pinter Publishers, distributed by Columbia University Press, 384 pages; \$69).

## Literature

**Anabasis: Narrative Structure and the Aesthetics of Repetition in the "1001 Nights"**, by Sandra Naddaf (Northwestern University Press, 156 pages; \$26.95). Hardcover, \$14.95 paperback. Focuses on the section of the ancient tales known as "The Porter and the Three Ladies of Baghdad." **Claydon McKelvey: A Black Poet's Struggle for Identity**, by Tyrone Tillery (University of Massachusetts Press, 248 pages; \$24.95). Explores the life, work, and political radicalism of the 20th-century Jamaican poet, one of the central figures of the Harlem Renaissance. **The Contexture of Feminism: Marie Cardinal and Multicultural Literacy**, by Carolyn A. Dunham (University of Illinois Press, 112 pages; \$18.95). Hardcover, \$13.95 paperback. Discusses the writings of the Algerian-born French novelist who now lives in Montreal. **An Edition of the Early Writings of Charlotte Brontë, Volume 2: Parts 1 and 2: The Rise of Angria, 1833-1838**, edited by Christine Alexander (Basil Blackwell, 1,032 pages; \$150). Includes previously unpublished juvenilia by the English writer. **The Female Voice in Contemporary Brazilian Narrative**, by Susan Conly Quinlan (Peter Lang Publishing, 205 pages; \$40.95). A feminist analysis of Sônia Coutinho's *O Jogo de Dá* (1980), Márcia Denner's *O animal dos muros* (1981), and Lya Luft's *As pavorosas* (1980). **Graham Greene: A Study of Four Dramas**, by Gerald C. Walling (Peter Lang Publishing, 199 pages; \$41.95). Traces the recurrent theme of spiritual quest in four of the English writer's plays—*Careening a Statue*, *The Complaisant Lover*, *The Living Room*, and *The Posture Sheet*. **Hugh MacDiarmid's Epic Poetry**, by Alan Rich (Edinburgh University Press, distributed by Columbia University Press, 256 pages; \$35). A critical study of the 20th-century Scottish poet.

**La Malinche in Mexican Literature: From History to Myth**, by Sandra Mexmer Cress (University of Texas Press, 139 pages; \$25.95). Hardcover, \$12.95 paperback. Explores representations of Inés Malinche, the Aztec interpreter, guide, mistress, and confidante of the Spanish explorer Hernán Cortés. **A Life of Anne Brontë**, by Edward Chitham (Basil Blackwell, 232 pages; \$29.95). Focuses on the five-year period when the English writer lived away from the Brontë family home in Haworth. **Literary Culture: Pop's Rhetorical Art**, by Ruben Quintero (University of Delaware Press, 192 pages; \$32.50). Considers the English poet's rhetorical strategies in *An Essay on Criticism*, *The Rape of the Lock*, *Windsor Forest*, and three other works published from 1711 to 1729. **London Calling: V. S. Naipaul, Postcolonial Mandarins**, by Rob Nixon (Oxford University Press, 229 pages; \$35). Explores the political and rhetorical character of the Trinidad-born Indian writer's non-fiction; links Mr. Naipaul's reputation in Britain and the United States as a commentator on the third world to his expression of values that have their origins in the high colonial era. **Mushul Zula Popular Prayers**, edited and

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## Personal & Professional

Come July, three of the four law schools in the University of California system will be led by women.

Herna Hill Kay will take over this summer as dean of the law school at the University of California at Berkeley. Ms. Kay has been a professor at the school since 1960. She replaces Jesse Choper, who has been dean for 10 years and will remain on the law school's faculty.

Ms. Kay will join two other women who are already deans of law schools in the system. Earlier this year, Ellen Rausen Jordan became dean of the law school on the Davis campus, and Susan Westerberg Prager has been dean of the law school on the Los Angeles campus since 1982.

The system's fourth law school, which is not connected to a campus, is Hastings College of the Law, in San Francisco. Frank T. Read is the dean.

An official at the American Bar Association's legal-education division estimated that Ms. Kay's appointment will bring to 14 the number of women who are law-school deans. There are 175 ABA-accredited law schools.

Law schools at three institutions in North Carolina also are headed by women, although the three are not part of the same system. They are Duke University, North Carolina Central University, and the University of North Carolina at Chapel Hill.

A new collection of essays by some of academe's most avid proponents of multiculturalism and other curricular reforms has been published by Duke University Press.

The book, *The Politics of Liberal Education*, is a compilation of academic papers first presented at a conference in 1988 sponsored by Duke University and the University of North Carolina at Chapel Hill.

The conference was organized by Barbara Herrnstein Smith, a professor of comparative literature at Duke, and other scholars who felt that in the curriculum debates engulfing higher education, the public was getting only one side of the story—the conservative side.

Ms. Smith is co-editor of the book along with Darryl J. Gless, an associate professor of English at Chapel Hill.

The 305-page book contains 15 essays by such people as Phyllis Franklin of the Modern Language Association and Richard Rorty of the University of Virginia. Before being released in book form, the essays appeared in the winter 1990 issue of *South Atlantic Quarterly*.

Laurel Trade Paperbacks has published an anthology called *Debating PC: The Controversy Over Political Correctness on College Campuses*. The book includes articles by writers and academics from across the ideological spectrum.

### Stanford Appoints U. of Chicago Provost as President

Constitutional-law scholar will take office in September

PALO ALTO, CAL.

Gerhard Casper, provost and professor of law at the University of Chicago, was named president of Stanford University last week.

Stanford trustees hope the new president will help the university put behind it more than a year of controversy and scandal over its management of federal research money.

The controversy eventually led Donald Kennedy to announce that he would retire after 12 years as president.

At a press conference at Stanford last week, Mr. Kennedy called Mr. Casper's appointment "a stunning coup" for the university. The new president will take over on September 1. Mr. Kennedy plans to take a year-long sabbatical, during which he will teach courses on environmental issues to Stanford students participating in a Washington-based program.

#### 26 Years at the U. of Chicago

Mr. Casper, a 54-year-old, German-born scholar of constitutional law, has taught at the University of Chicago for 26 years. He served as dean of the law school for eight years and has been provost since 1989. By all accounts he has been extremely popular among professors and students there. His wife, Regina Casper, is a psychiatrist and a professor at the university.

In January, Mr. Casper announced that he planned to resign as provost to return to full-time teaching at the end of the current academic year.

He was among the finalists in Harvard University's presidential search last year, before Neil L. Rudenstine was selected. Chicago's President Hanna H. Gray, who served on Harvard's search committee, said in a statement last week, "I know of no one better prepared to be a first-rate leader and spokesman, not only for Stanford."

Continued on Page A17



Gerhard Casper, who will take over at Stanford on September 1, was described as "the right person to lead Stanford into the next century."



William D. Coplin, a public-affairs professor at Syracuse: "They're making a valiant effort. But I don't think the faculty believes it will happen."

### Syracuse Wants to Change Academic Ethos to Place Greater Emphasis on Teaching

Continued From Page A1

uation policies, and more money to provide strong teachers with merit raises and grants. The hope is that more-ambitious changes will follow—broader definitions of what counts as scholarship, tenure decisions that favor strong teachers the way they traditionally have favored strong scholars, and an emphasis on the quality rather than quantity of research.

#### A Mushrooming Effort

Those who support the effort—and not everybody here does—never expected it to grow as it has. But through a combination of chance, design, and good timing, what began as a modest year-long project has mushroomed into what is thought to be the most comprehensive effort yet to redefine academic culture.

Can Syracuse pull it off?

Some professors here are deeply skeptical. They question whether Syracuse can change in a few years an academic ethos that began more than a century ago, when some American institutions, notably the Johns Hopkins University, began adopting the German model for research universities. Syracuse is taking on powerful academic disciplines, administrators with big appetites for research grants, and, most of

all, widely held notions of prestige. When universities raid each other's faculties, the skeptics note, they don't do it because they want cutting-edge teachers.

"I think they're making a valiant effort," says William D. Coplin, a public-affairs professor who advises a student group called Undergraduates for a Better Education. "But I don't think the faculty believes it will happen."

Jack E. Graver, a mathematics professor, says: "We're old-fashioned—we believe in the teacher-scholar system. We've been doing that for years, and, I must say, with a little bitterness, to our disadvantage."

Others here are more optimistic. They say Syracuse is slowly chipping away at an ethos that prizes research most.

"I think there's now a cohort of deans and administrators who think the momentum has built," says David M. Rubin, dean of the communications school.

The motivations behind Syracuse's efforts are both idealistic and pragmatic. Mr. Rubin and others say the private, 15,000-student university has no choice but to do what it is doing. It's in a financial crunch, faced with a potential \$38-million deficit and steep competition for students who can afford its rising tuition. Administrators



Robert M. Diamond, assistant vice-chancellor for instructional development: "Our timing happened to be perfect," he says of the new restructuring plan.

frankly admit that a reputation as a "student-centered research institution"—that's the term used to describe Syracuse's new restructuring plan—will better position the university for the future. For that reason, "our timing happened to be perfect," says Robert M. Diamond, assistant vice-chancellor for instructional development and a co-director of the teaching project.

#### Misplaced Emphasis on Research?

The project also coincides with a growing interest—at Syracuse and nationally—in improving undergraduate education. In the past year, many research universities, blistered by criticism from students, legislators, and other critics, have announced plans to examine their faculty-reward systems. In addition, some comprehensive campuses—those whose research and graduate programs are more limited, but which have adopted the same values as more elite research universities—are now asking whether their growing emphasis on research is misplaced.

A special committee at the University of California system recently issued a report calling for major changes in the way teaching is evaluated and rewarded. Rutgers University is using federal grant money to raise awareness among new professors about the need to balance teaching and research. And last month, Arizona State University's "Commission on the Place of Teaching in the University" released a draft report urging the campus to adopt a broader definition of faculty scholarship, as recommended in a 1990 report issued by the Carnegie Foundation for the Advancement of Teaching.

The Carnegie report, "Scholarship Reconsidered: Priorities of the Professoriate," is credited with putting the teaching-versus-research issue on the table nationally. It called for a broader definition of research that would reward professors for activities related to teaching, and not just

the discovery of new knowledge, traditionally the only kind of scholarship that counts for promotion.

Carnegie's president, Ernest L. Boyer, says the report has been one of his organization's best-sellers. More than 25 institutions, including Syracuse, have invited him to their campuses to discuss it.

"The issue of the role of the faculty and the reward system is being discussed more openly now than at any time since World War II," he contends. "The exciting news is not that everything's changing overnight, but that it's a legitimate topic to discuss."

At Syracuse, the discussion began in the spring of 1989, when the university received a one-year, \$25,000 grant from the Sears-Roebuck Foundation.

Syracuse, which in the mid-1980's had been harshly criticized by student groups upset over teaching assistants who spoke poor English and over a lack of contact with professors, already had numerous programs under way to improve undergraduate education. The grant's purpose was to improve the perceived importance of teaching on the campus. The project's directors were—and still are—Mr. Diamond and Ronald R. Cavanagh, vice-president for undergraduate studies. Mr. Diamond is also director of the university's Center for Instructional Development. Its staff helps professors improve their curricula and teaching and works closely with Mr. Cavanagh, who considers the center his "academic green-beret unit."

#### Ammunition From Survey

Once a campuswide advisory board was set up, the first step was a survey to examine how professors, department heads, and deans viewed the relative importance of teaching and research. The results provided plenty of ammunition: They showed that while all three groups saw themselves as favoring a balance between teaching and research, they saw others—particularly

tion of scholarly activity appropriate for their disciplines. That summer, 135 people attended a workshop on evaluating teaching.

For years, the lack of national standards for judging teaching has been seen as a major obstacle in rewarding strong teachers. A proposal from the communications school, though, listed 21 possible criteria, ranging from surveying alumni, to examining any textbooks or new courses designed by candidates, to looking at student-attrition rates. While professors will have flexibility in choosing which criteria are used, the long list showed that student reviews weren't the only way to evaluate teaching.

The project's third year saw more-concrete change. Many departments and schools completed teaching-evaluation plans, and some modified their tenure and promotion policies to make explicit their expectations. The heads of the foreign-language and religion departments, for example, say they now encourage professors to use a teaching portfolio—a collection of materials that document a professor's teaching ability. And many units, including the architecture school, now require student evaluations of every course.

In a memo outlining its response to the teaching project, the economics department provided an economist's perspective complete with a discussion of incentives and a cost-benefit analysis. Cooperating on the project, the memo said, would help both the department at budget time and the primary "client," the students. But it also noted that "the market emphasizes scholarly output," and that the department "has a tradition of playing hard ball" during salary reviews.

Since the project began, the department has started to evaluate teaching more thoroughly and to tie merit raises to teaching evaluations. It has also established the post of undergraduate director.

#### Plenty of Obstacles

The teaching project is being watched with interest outside Syracuse. The university is currently involved in several

**"We're old-fashioned—we believe in the teacher-scholar system. We've been doing that for years, and, I must say with a little bitterness, to our disadvantage."**

ment heads from Syracuse's 14 autonomous schools. Participants were asked to develop plans to improve teaching and suggest ways the administration could help. In the fall, many units held faculty discussions on those issues, and the administration announced a new grant program that would finance 58 innovative-teaching proposals—at a cost of \$50,000—in its first year.

By the time the Sears grant ran out in early 1990, Syracuse had decided to continue the effort on its own. But as a project report notes, the initial \$25,000 grant was the key, because it "enabled Syracuse to implement some activities that would have had far less chance of being supported by the academic community if sponsored internally."

In the project's second year, the advisory board asked all academic units to develop better standards for evaluating and rewarding teaching, and to develop a defini-

spinoff projects aimed at expanding its efforts to other campuses and encouraging learned societies to develop broader standards for research.

But the project still faces plenty of obstacles here. Some professors worry that it will subject junior professors, already under enormous pressure, to even tougher standards. Some worry that the university will lose ground in scientific research. And some say that until students take learning seriously, the initiatives will be meaningless.

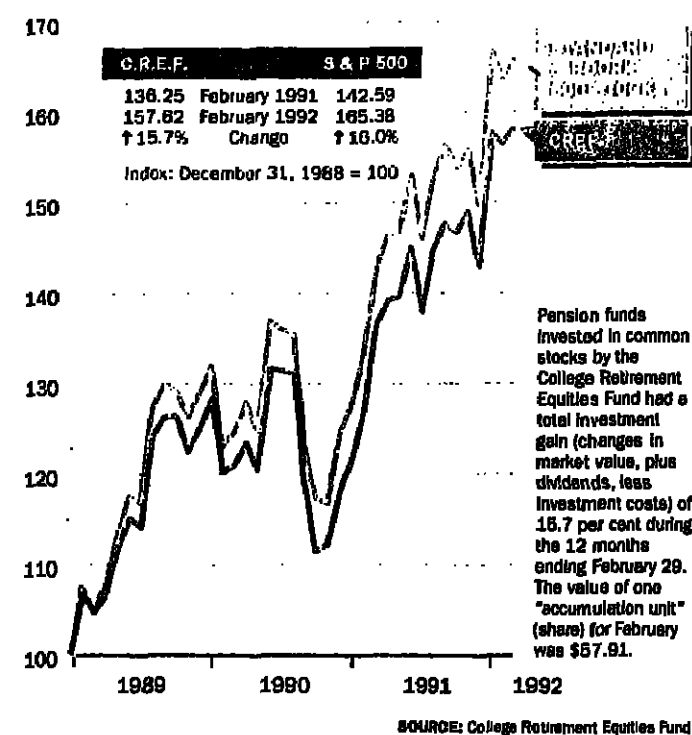
Syracuse's new chancellor, Kenneth A. Shaw, addressed that point last month when he outlined the new restructuring plan. He called for a "student-centered culture" that would make Syracuse a national model, but also called upon students to change their culture, which, he said, "values social activities more than our prime reason for existence." (In December

Continued on Following Page



## Trends and Indicators

## Pension Money in the Stock Market

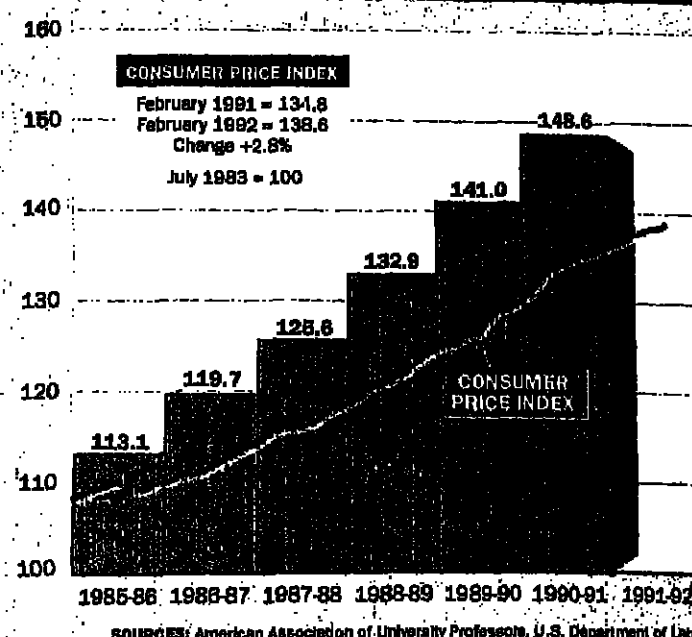


## Median Salaries of Chief Executive and Academic Officers, 1991-92

Type of Institution by full-time equivalent enrollment	Chief executive officer	Chief academic officer
<b>Public</b>		
Up to 2,012	\$78,960	\$58,227
2,013 to 4,498	89,444	70,103
4,499 to 10,743	98,000	82,272
10,744 or more	121,850	103,000
All	93,547	76,425
<b>Private, Independent</b>		
Up to 653	\$87,385	\$57,983
654 to 1,318	98,950	69,833
1,319 to 2,784	122,500	84,254
2,785 or more	150,206	107,846
All	114,114	78,440
<b>Private, Religious</b>		
Up to 648	\$62,601	\$46,800
649 to 1,106	80,000	55,740
1,107 to 1,933	94,580	62,672
1,934 or more	117,353	82,888
All	88,391	60,000

NOTE: Figures are based on the reports of 1,439 colleges and universities.

## Faculty Pay and the Cost of Living



## Syracuse Tries to Involve Others in Teaching-vs.-Research Debate

By CAROLYN J. MOONEY

Syracuse University recognizes that if it's going to change its faculty-reward system, it can't do it alone.

Since 1989, when it began a project to provide more rewards for teaching, Syracuse has become involved in several related projects that are bringing the teaching-versus-research debate to other campuses and to learned societies.

## Broader View of Scholarship

One project involves a national survey on how teaching and research are valued by different campus groups. Another is encouraging six research universities to examine the role of teaching in their faculty-reward systems, much as Syracuse is doing. A third is asking learned societies to consider a broader view of what counts as scholarship.

The projects are being conducted by Syracuse's Center for Instructional Development. Following is a summary of each.

## The national survey. In 1989,

as part of its teaching project, Syracuse conducted a survey to examine how its professors, department heads, and deans viewed the relative importance of teaching and research. The results showed that while each group saw itself as favoring a balance between teaching and research, each saw the other—especially the central administration—as favoring research.

The following year, the instructional center received a Lilly Endowment grant to extend the survey to 47 research universities—33 public and 14 private institutions. Results of that survey provide additional evidence of a major perception gap. The results show that while many faculty members, department heads, deans, and administrators agreed on the need to balance teaching and research, they also agreed that the emphasis was shifting more toward research than they would like.

"The differences in the way respondents perceive the way the university is going and the way it

should go suggest that there is a serious conflict between the culture of the university and the values of individuals," concludes a report of the survey, "A National Study of Research Universities: On the Balance Between Research and Undergraduate Teaching."

Professors also perceived central administrators as favoring research, while administrators saw themselves as favoring teaching.

Efforts on other campuses. As part of a project financed by the Fund for the Improvement of Postsecondary Education, six universities are examining ways to emphasize teaching on their campuses. They are Carnegie Mellon, Northwestern, and Ohio State Universities and the Universities of California at Berkeley, Massachusetts Amherst, and Michigan.

The six, which participated in the survey described above, have begun discussions of ways to improve and better reward teaching.

Another part of the project will identify the intrinsic rewards that professors receive from teaching, in an effort to provide a better context in which to examine "extrinsic" rewards.

The role of learned societies. Because the academic disciplines

associate dean of the school of public affairs, "would have meant being nearly everything."

As for Mr. Evensky, now that department's undergraduate director, he says: "My teaching here, and it wouldn't have helped enough three years ago.

"I think they're buying into the teaching business."

## Syracuse Wants to Place More Emphasis on Teaching

Continued From Preceding Page

ber, one professor here who was fed up with that culture abruptly ended a large lecture class—after most students said they hadn't done the required reading—and bought a \$111 newspaper advertisement to express his disgust.)

Perhaps the biggest question is whether the efforts here will make a difference at promotion time.

Almost everyone interviewed agreed that an outstanding teacher with a poor publishing record should not receive tenure. But there was far less consensus about an outstanding teacher who is an average or fair scholar.

Some here contend that the project has already resulted in at least one live body—a scholar who received tenure last year but might not have done so several years ago.

## A Close Call

That scholar is Jerry Evensky, now an associate professor of economics. Even with the teaching initiatives outlined by his department, Mr. Evensky knew his case would be close. He had a reputation as an excellent teacher who had published highly readable textbooks. The issue was not even whether he was an active scholar; it was whether the type of scholarship he did—on the history of economic thought and on ethics and economics—was valued by a department that stressed applied research.

In the end, Mr. Evensky did get tenure—by a one-vote majority.

James Follain, the department chairman, says it would be unfair to portray the case as a litmus test on the teaching-versus-research issue. But to others, a decision not to grant tenure to Mr. Evensky would have been disastrous for a university that was preaching teaching. Among them was Christopher M. LaVallee, a senior economics major who says Mr. Evensky's repu-

tation was the main reason he first took an economics course. He recalls how Mr. Evensky stood before a large class one day, popping M&M's into his mouth and later explaining that he had actually been illustrating the concept of diminishing marginal utility.

"To have lost the Evensky case," says Robert D. McClure,

associate dean of the school of public affairs, "would have meant being nearly everything."

As for Mr. Evensky, now that department's undergraduate director, he says: "My teaching here, and it wouldn't have helped enough three years ago.

"I think they're buying into the teaching business."

## Critics Say Faculty-Reward System Discounts the Importance of Service

Just as a movement to provide more rewards for college teaching is building up steam, some observers are pointing to another deficiency in the faculty-reward system—its failure to recognize professors' so-called service activities.

Such activities might include serving in the faculty senate or on a curriculum-review panel, or organizing an academic conference.

In January, the National Association of State Universities and Land-Grant Colleges invited representatives of more than a dozen learned societies to discuss the issue at a conference in Racine, Wis.

## Three Criteria

In a statement released at the conference, participants acknowledged that "although the disciplines and institutions expect such activities, they often fail to encourage and recognize them." They agreed to have their societies discuss ways to better evaluate and reward service activities.

Traditionally, service to the campus and community has been one of three criteria used to evaluate faculty members for

promotion and raises. The others are teaching and research.

Institutions that expect their professors to conduct research might weight those three areas—in theory, at least—like this: Teaching and scholarship would each count 40 per cent, and service would count 20 per cent. In fact, junior professors at research universities are routinely told to forget about service activities if they want to achieve tenure, and to distinguish themselves through their scholarship. One consequence has been that service activities have generally been left to more senior professors.

Among those working on the project is Nevin C. Brown, director of the national conference on school/college collaboration at the American Association for Higher Education.

Mr. Brown thinks the time is right to provide better rewards for service activities. "Universities and their faculties," he says, "are increasingly being looked at as resources for helping society deal with lots of external problems."

Participants in the project plan to meet again in June.

—CAROLYN J. MOONEY

## Personal &amp; Professional

determine what kind of scholarship is most valued, directors of Syracuse's teaching project decided it was crucial to involve the learned societies in any discussion about redefining scholarship.

More than 20 groups representing disciplines ranging from business to history have agreed to participate in a project aimed at doing exactly that. The project is being sponsored both by the Fund for the Improvement of Postsecondary Education and the Lilly Endowment.

In 1990 the Carnegie Foundation for the Advancement of Teaching issued a report that recommended that scholarship be defined as having four components: the discovery of knowledge, the integration of knowledge, the application of knowledge, and the teaching of knowledge. Traditionally, the discovery of new knowledge has been the only type that counts at promotion and raise time.

The Carnegie recommendation has since been widely discussed in academe. Organizers of the project hope the learned societies will adopt broader definitions of scholarship that will lead to changes in the way decisions about tenure, promotion, and raises are made.

Some of the early letters from the societies expressed strong interest. The American Sociological Association, for example, noted that many of its members felt teaching was "soft" and therefore hard to measure. But sociologists could give it a try, the letter said, noting that "we measure alienation, urban decay, marital happiness, and the underclass."

At a conference held last fall, the

## Some observers have

noted the irony of asking

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in reform efforts.

participating learned societies agreed to appoint special panels to examine ways to redefine scholarship in each discipline. A panel representing the American Historical Association has since developed a draft document that used the definitions proposed in the Carnegie report. It lists textbooks and newsletters, papers given at conferences, and museum exhibitions as scholarly activities related to the application of knowledge. Activities include historic preservation, journal editing, and participation in state humanities councils. Activities related to teaching include student advising, development of course materials, and projects with elementary and secondary schools.

Some observers have noted the irony of asking the very groups that set the current standards for scholarship to lead in reform efforts. But change cannot take place without them, project organizers say.

For more information on the projects, contact the Center for Instructional Development, Syracuse University, 111 Waverly Avenue, Suite 220, Syracuse, New York 13244; (315) 443-4571.

Professors who defended the process said much of the criticism was racist and sexist. Bobby Gorenberg, head of the academic senate and a member of the search committee, said a vocal minority had opposed the process. "They have a vision of San Jose State as it was in the 50's and 60's," she said.

## Stanford Picks U. of Chicago Provost as President

Continued From Page A14

ford University, but for higher education in this country more generally."

Professors at Stanford also applauded the appointment. John B. Shoven, an economics professor and a member of the search committee, said Mr. Casper had made clear that he plans to continue his predecessor's push to improve undergraduate teaching.

## 'Enthusiasm' and 'Optimism'

Mr. Shoven also believed the new president would move Stanford beyond the controversy of the past year. "There's an enthusiasm about his appointment and an optimism that we frankly haven't had in the last couple of years here," he said in a telephone interview.

Stanford has just completed a five-year fund-raising campaign, raising \$1.25-billion. Its goal was \$1.1-billion.

## San Jose State Drops Troubled Search for New President

SAN JOSE, CAL.

San Jose State University last week scrapped its presidential search, which has been marked by bitter campus politics, after its choice for the post withdrew.

Ruth Leventhal, provost at Pennsylvania State University at Harrisburg, cited the controversy over the search, the state's budget woes, and the \$120,000 annual salary as reasons for her decision.

"As I looked at the possibility of being able to hit the ground running at a time of serious budget concerns, I felt I needed the full support of the system, the faculty, and the community," Ms. Leventhal said in a telephone interview. "The process involved so much contention, I was concerned about whether I would be successful."

## Threats From Alumni

The search prompted letter-writing campaigns and threats from alumni that they would cut off their support if the search were not scrapped. J. Handel Evans, will now continue as interim president.

Ms. Leventhal was among six finalists for the job—three women, two white and one Asian; and three men, one Hispanic, one white, and one black. Some professors and alumni said that the diversity of the pool indicated that a quota had been set. "Had everyone been chosen on the basis of merit and talent, there would not have been that great diversity," said Alan B. Simpkins, a wealthy alumnus.

Some critics said the finalists were unqualified to take on the job because they lacked experience running a large university.

Professors who defended the process said much of the criticism was racist and sexist. Bobby Gorenberg, head of the academic senate and a member of the search committee, said a vocal minority had opposed the process. "They have a vision of San Jose State as it was in the 50's and 60's," she said.

—COURTNEY LEATHERMAN

had not been responsible for overseeing its billing of research costs. Mr. Murphy said the federal government was questioning Chicago about \$180,000 that the university had billed the government annually for four years to cover some of the costs of a campus computer system.

Last week, an aide to the House Energy and Commerce Subcommittee on Oversight and Investigations, said: "It's interesting, here he is coming in to bail out the situation at Stanford and he had problems in Chicago." He added, however, that Chicago's charges "pale in comparison to Stanford's."

John M. Lillie, a trustee who was chairman of Stanford's presidential-search committee, called the comment "ridiculous." He added that most of Chicago's problems, and Stanford's, were accounting errors. "Stanford's indirect-cost issues are mainly in the interpretation of the rules," he said.

—COURTNEY LEATHERMAN

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## Information Technology

The information age will not arrive until technology becomes easier to use, according to Mitchell Kapur, president of the Electronic Frontier Foundation, which works to influence public policy on computer technology.

"Computers are still enormously difficult to use," he told librarians and other information specialists at a meeting of the Federal Library and Information Center Committee in Washington last week.

"We've made tremendous strides in the past 15 years in making more powerful machines and in making them cheaper and smaller and able to move bits from Point A to Point B with increasing rapidity." However, said Mr. Kapur, who designed the popular spreadsheet program "Lotus 1-2-3," "we have not seen a corresponding improvement in the tools we use to access information or in the methods we use for storing, indexing, and retrieving information. We're still in the infancy of the technology era."

Mr. Kapur speculated that people alive today will probably not see the information age in its maturity. "The print media did not reach maturity anytime soon after Gutenberg," he said. "The Gutenberg book was really a manuscript in a new form with movable type."

It took a century for the book to become a mass medium, Mr. Kapur said. "We are going through that same evolution today with technology."

Those who are considering new policies for information technology should take "cyberspace" seriously, even though the concept may be difficult to understand, Mr. Kapur told the librarians.

"When I'm asked to give a definition, I say cyberspace is the place two people are when they are talking on the telephone," he said. "There is the shared experience of being on the phone with somebody that is absolutely not the same as a physical presence. Yet, it's not a totally abstract experience, either."

According to Mr. Kapur, "Cyberspace is experienced by tens of millions of people today who use electronic mail, bulletin-board systems, on-line-information systems, and the Internet."

The current debate over the copyright of information in electronic form is more over commercial ownership than over intellectual matters, Mr. Kapur said.

"It is clear that vested interests are trying to use the existing copyright and patent frameworks to exert control over the use of ideas that are originated by individuals," he said.

"Paradoxically, the software designers themselves favor the most liberal interpretations of intellectual-property laws to encourage borrowing."



John R. Jungck, BioQUEST's director: "If students are to understand how biologists think, they must have opportunities to experience science from the point of view of a practicing biologist."

## Teaching Students to Think Like Scientists

Software enables experiments to be conducted that would be impossible in a laboratory

By BEVERLY T. WATKINS

BELOIT, WIS.

The biology student must decide how to create a pond, stock it with bass for fishermen, and keep its ecological system balanced. Help lies in a simulation called "Environmental Decision Making," part of the new BioQUEST collection.

The collection of texts and software is a product of six years of work by a consortium of science educators at Beloit College here. The programs are based on the theory that the best way to learn science is to do science. The simulations, which were developed by teams of academics and computer programmers from around the country, let students conduct scientific experiments that would be impossible otherwise.

### Complex Statistical Analyses

To create a pond, for instance, a student uses a computer mouse to select "Pond Worksheet" from a menu. A "plotter," which helps to calculate changes in the pond's balance, appears in the upper right hand corner of the screen. Next, the student selects "sunlight" and "pond life," putting them on the screen. Then, using the mouse, the student draws a line connecting the sunlight to the pond life and the pond life to the plotter. (See sequence on opposite page.)

A laboratory manual explains that energy from the sun promotes the growth of plants and organisms in the pond, and that these are consumed by fish. The pond system is balanced when the rate of produc-

tion equals the rate of consumption. To calculate the number of days necessary to achieve a balance, the student types data into the computer—kilocalories of sunlight and weight of pond biomass. The computer displays the answer as a graph.

The student thus learns to create a balanced system by adding components—sunfish, bass, and a fisherman—one at a time and calculating the days the pond needs between each change to attain equilibrium.

"If students are to understand how biologists think, they must have opportunities to experience science from the point of view of a practicing biologist," says John R. Jungck, chairman of Beloit's biology department and director of the BioQUEST project.

With computer simulations, he says, students can perform experiments that are impossible in the laboratory and complete complex statistical analyses in a short time. "The computer is a catalyst for curricular transformation."

BioQUEST, which is the acronym of "Quality Undergraduate Educational Simulations and Tools in Biology," reflects a national effort to reform science education. Educators at all academic levels are being urged to stop presenting science as facts and teach it as a process for creating scientific knowledge. "The Liberal Art of Science: Agenda for Action," a report issued in 1990 by the American Association for the Advancement of Science, sums up the view: "Science should be taught as it is practiced at its best."

The BioQUEST project is unusual in its programs reflect an educational philosophy.

"There is lots of biology software out there. Some of it even has bits and pieces of what BioQUEST is doing," says Patricia A. Marsteller, an assistant professor of biology at Emory University. "However, there are few programs that employ simulations similar to the BioQUEST model."

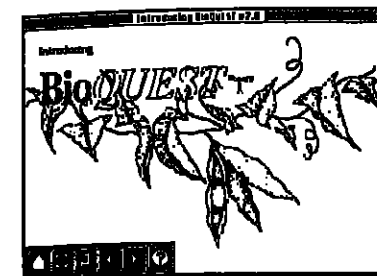
### 17 Programs for Biology Courses

Ms. Marsteller, who has tested BioQUEST programs and compared them with other software, says, "Integration of the whole package is unique to educational software."

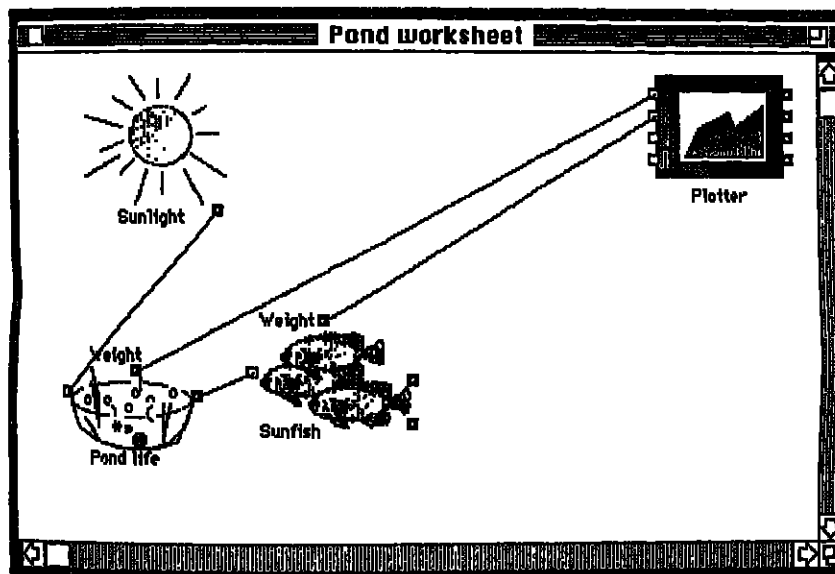
The BioQUEST project started at Beloit in 1986 as a consortium of 12 science educators and computer programmers who held similar ideas about teaching science. Today the group includes 32 members from 15 two- and four-year institutions around the country.

Using Apple Macintosh computers, the consortium has produced 17 programs for both introductory and advanced biology courses. The programs fall into four major areas: biochemistry and biotechnology, ecology and evolution, genetics, and physiology.

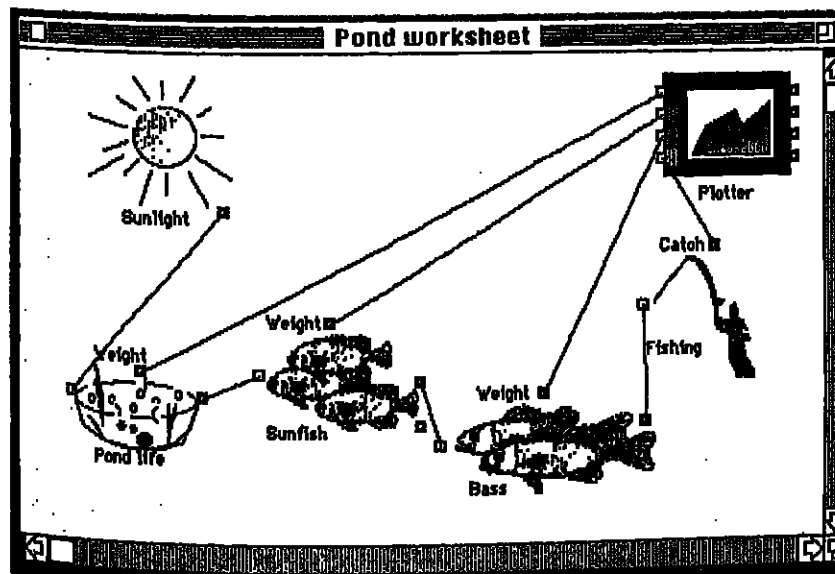
Since its beginning, the consortium has followed a lengthy testing procedure. In 1989-90, team members conducted pilot tests on the first simulations to fix the "bugs." Then they ran a second set of tests, called "beta tests." In 1990-91, science professors at about 50 institutions



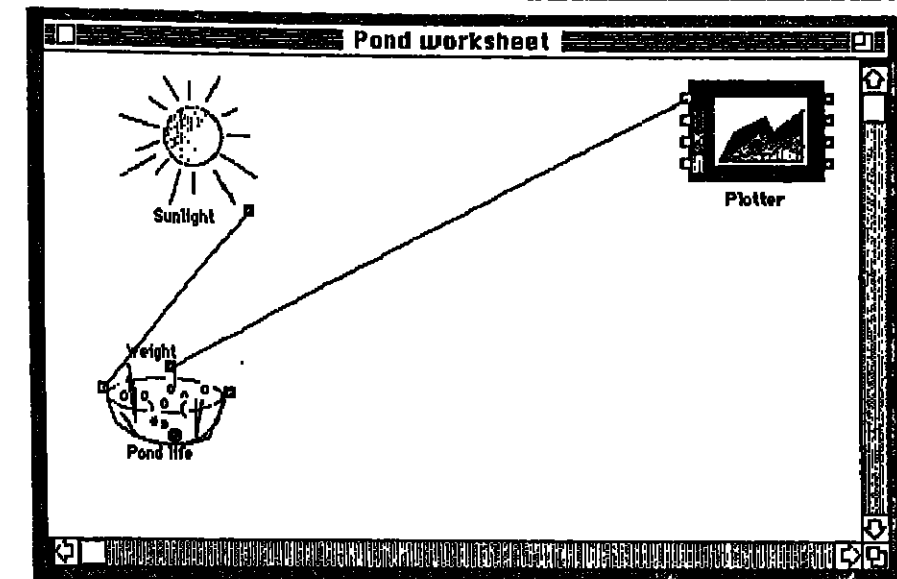
## KEEPING AN ECOSYSTEM IN BALANCE: A SIMULATION THAT TEACHES ENVIRONMENTAL DECISION MAKING



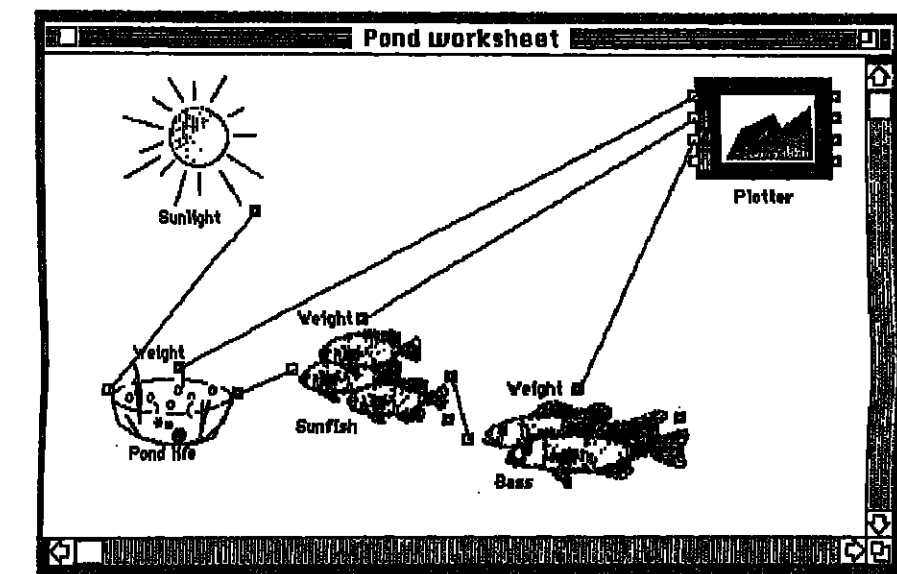
2 As elements are added to the ecosystem, the student draws lines to connect the elements to each other and to the plotter.



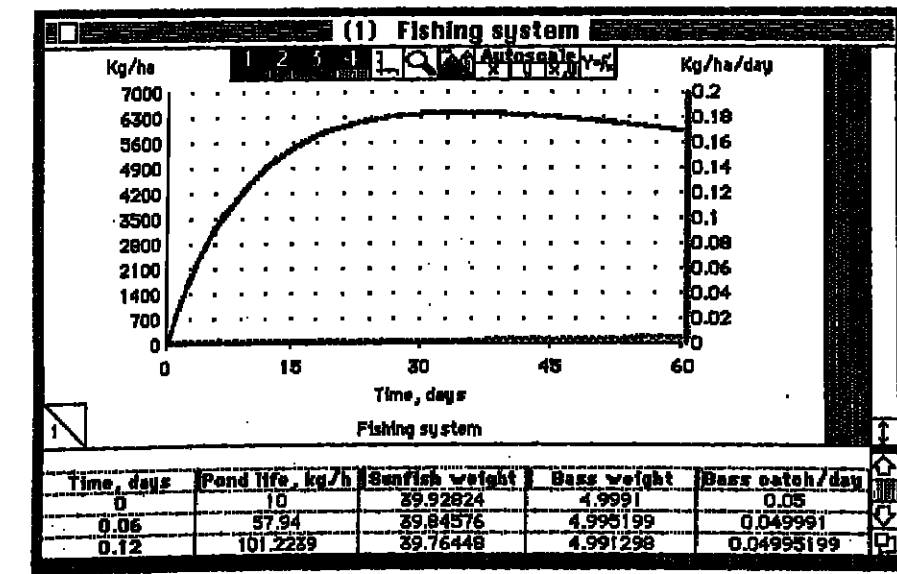
4 After stocking the pond with fish, the student adds a final element to the environmental simulation: a fisherman.



1 A student uses the "Pond Worksheet" to add elements to the pond system. "Plotter" at upper right calculates changes in the environmental balance.



3 The student adds more elements as part of the demonstration of what happens to the environmental balance when fish eat plants and organisms.



5 The student enters data to calculate the number of days necessary to achieve a balance. The computer displays the answer as a graph.

including research universities, liberal-arts colleges, community colleges, and a few high schools, used the programs in their classes in field tests.

### The Three P's of Science

"Developers have to be committed to going through a cycle of testing and not just to moving things out the door," Mr. Jungck says. "Your last line of computer code is really just the beginning."

In 1987 the Annenberg/CPB Project gave BioQUEST about \$470,000 to develop software. In return, the consortium agreed to stay together through August 1999 so its software would be available to users. The consortium, which also has an office at the University of Wisconsin at Madison, is working on a contract with the University of Maryland's Academic Software Development Group to publish the collection. The philosophy behind BioQUEST mirrors

the scientific method, in which a researcher makes observations, develops hypotheses, conducts experiments, draws conclusions, and shares findings with colleagues. These, according to Mr. Jungck, are "the three P's of science—problem posing, problem solving, and persuasion."

"Problem posing is the important part, because you raise new questions and that affects your research design," he says.

"Students have to learn that they can stand in the field or the laboratory forever and no problems will come to them preposed. You have to frame them."

After they have identified a problem, Mr. Jungck says, students need to engage in "open-ended problem solving." Real scientific problems do not have answers in the back of the book, he says. The scientist considers competing hypotheses and

Continued on Following Page



## Software Teaches Students to Think Like Scientists

Continued From Preceding Page  
draws inferences, but usually does not reach a conclusion.

"Problem solving is a long-term process," he says. "It gets students engaged. The problem has to be sufficiently complex so students do not have a hammer and the whole world is a nail. It has to have contextual richness."

### "When Are We Done?"

At this point, he says, "students frequently ask, 'When are we done?' When you run out of grant money? When you run out of questions? When you really solve the problem?"

Research is not complete until other scientists are convinced of its value. Mr. Jungck explains. "Students need to experience peer review as a professional activity and write journal-style manuscripts that are reviewed by other students and instructors," he says. "No

matter what your experience, you are not doing science until you convince your peers."

The BioQUEST approach tends to put the professor in the background. According to Mr. Jungck, students clustered around a simulation on the computer screen do not seek the teacher. "The communication is mostly 'You can't do that. You're crazy. Where'd you come up with that idea? What should we do next? How do we know we're done?'" he says.

Science professors are of several minds about using the BioQUEST software. Some praise the simulations for letting students do experiments that they could never do in the laboratory, such as producing thousands of generations of fruit flies. But others say simulations give students an unrealistic view of scientific research.

Emory's Ms. Marsteller says: "You can do long-term kinds of ex-

periments with the computer. You can do things you can't carry out in a wet lab."

With simulations, she says, "you can put more emphasis on analyzing patterns than you can in a

### "The communication is

mostly 'You can't do that.

You're crazy. Where'd

you come up with that

idea? How do we know

we're done?'"

regular class, because you can get large sets of data."

While she feels "very positive about the programs," says Jan R. Serie, an associate professor of biology at Macalester College, "any computer simulation will give stu-

dents an overly optimistic sense of what science really is."

"Flies do die," says Ms. Serie, who tested a BioQUEST simulation called "Genetics Construction Kit" in a molecular-biology course. "You don't always have lab materials available. You would have to use a computer simulation in conjunction with a lot of 'wet labs' so students would see what really happens."

Elisabeth C. Odum, a biology instructor at Santa Fe Community College in Florida, says: "I would not want the computer to take over from dissections and seeing real animals and plants. It would be a real mistake if we had nothing but the computer."

Adds Ms. Odum, who helped to develop "Environmental Decision Making": "I use computer programs in two biology labs, but in the other 10, I have animals, plants, and microscopes."

Some faculty members who have experimented with BioQUEST's "three P's" approach crit-

icized it as burdensome, Ms. Serie says.

"It is really labor intensive for faculty to do investigative labs with big introductory classes," she continues. "It's easier to do a lecture and a lab out of the recipe book."

### Not for Everybody

From her own experience, she says, "it's true that if you engage students in intellectual inquiry, as you do with BioQUEST, they will be in your office all the time."

Mr. Jungck acknowledges that BioQUEST is not for everybody. "BioQUEST enables those teachers with an interest in exploring science with their students to do so."

By 1994, Mr. Jungck says, he would like BioQUEST to have about 30 computer programs in a broad cross section of the biological sciences. Development teams are already planning additional programs, including some in biological image analysis, botany, cell biology, molecular modeling, and systematics.

## Programs by Biology Consortium to Be Published on Compact Disk

The new BioQUEST software collection is expected to be published early this summer on a CD-ROM—a compact disk that stores information in digital form.

The publisher, the Academic Software Development Group at the University of Maryland, expects the compact disk to include the eight completed BioQUEST programs and nine others that are in various stages of development. The BioQUEST consortium and Academic Software are working on details of the publishing contract.

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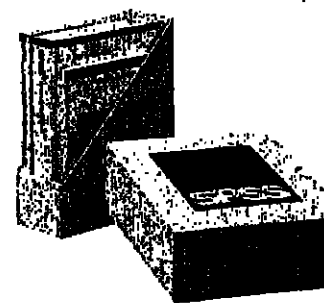
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## Information Technology

## Information Technology

## TEACHING WITH TECHNOLOGY

- Multimedia tutorial helps students identify tree species
- High-school students enroll in physics course taught remotely
- Multimedia classroom designed for ease of use by professors

Researchers at the University of Illinois at Urbana-Champaign are developing a multimedia tutorial to help forestry students identify tree species.

The tutorial, which its developers hope to use in the classroom next fall, will allow students to focus on certain tree types or ecosystems, such as northern coniferous forests. Video images will show how trees look in various locations and how they change with the seasons. Students will also be able to touch keys to call up information on tree physiology, ecology, and commercial uses.

"This tutorial is fun to use, and I think it helps students realize that just as they recognize people by noticing certain features, it's possible to do the same with trees," says John M. Edgington, senior research specialist in forestry.

Mr. Edgington says students often feel inundated by the material they need to memorize during one semester. Students in dendrology classes must learn to identify more than 600 tree species common to North America by studying such characteristics as bark, buds, flowers, fruit, leaves, and twigs.

The tutorial will let students work at their own pace, reviewing problem areas and testing skills.

For more information, contact Mr. Edgington, Department of Forestry, University of Illinois, 1301 West Gregory Drive, Urbana, Ill. 61801; (217) 333-1884.

—KATHERINE S. MANGAN

High-school students from four states are enrolled in an advanced-physics course taught on a computer by a researcher at Massachusetts Institute of Technology.

George L. Johnston, a research scientist at the Institute's Plasma Fusion Center, is offering the class in chaos theory to give high-school students more challenging work than their school districts can afford. This semester about 70 students are enrolled, many of them from rural towns in Colorado, Indiana, Montana, and Wyoming.

"Like everyone else in the country, I knew there was a problem in math and science education," Mr. Johnston says. "I thought about the resources I would have liked when I was in school, and thought there must be many people out there who feel the same way."

To offer the course, Mr. Johnston teamed up with Dave Hughes, who operates a telecommunications company in Colorado. Mr. Johnston types his lectures on his personal computer and sends them over a national network that links university computers. The lessons are transmitted to Mr. Hughes's office and made available to students through electronic bulletin boards around the country. The students read the lectures, work on problems, and ask questions, which Mr. Johnston answers electronically.

Mr. Hughes believes the computer classes are not only cheaper, but also more effective than video courses, in which students watch the screen passively. With the computer, students interact freely with Mr. Johnston and their classmates by sending messages over the network.

For instance, a student who does not understand a particular problem might ask a question over the network. Other students could jump in and explain the problem.

The students are graded by teachers who oversee the class.

For more information, contact Mr. Johnston, Plasma Fusion Center, Massachusetts Institute of Technology, NW16-236, Cambridge, Mass. 02139; (617) 253-8652; GLJ@NERUS.PFC.MIT.EDU.

—K.S.M.

Carnegie Mellon University has turned a traditional class

room into a high-tech facility for faculty members who know nothing about technology.

The new multimedia room, located in the College of Fine Arts, has a motor-driven lectern that houses a display screen, a monitor, a computer keyboard, and a mouse. The lectern, which moves along a 15-foot arc, can be used nearly anywhere in the room.

To activate the classroom's electronic system, a professor enters a password on the screen, which sends a signal to equipment in an adjoining room. To choose equipment, the professor touches graphical commands on the screen, which resembles that of an automatic bank teller.

"By touching the video button, the lights dim, a 14-foot-wide

screen comes down, and the door to the equipment room is raised. Pressing the play button will start a video playing in stereo," says Gregg Mathis, associate director of computing and media, who helped design the room. "Our ideal is intuitive operation by users."

The classroom has a floor-to-ceiling black curtain for professors who want to eliminate light. The equipment room has a computer, audio and video cassette recorders, compact-disk and videodisk players, video and film projectors, and more.

For more information, contact Mr. Mathis, Academic Computing and Media, Carnegie Mellon University, 5000 Forbes Avenue, Pittsburgh 15213; (412) 268-2430.

—BEVERLY T. WATKINS

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### COMPUTER PROGRAMS

**Mathematics.** "UNIT-CAD," for IBM PC and compatibles. Performs mathematical calculations with dimensional numbers; lets users enter the problem and specify the answer in any unit; contains correct abbreviations for 120 units; includes stored physical constants and an automatic error-checking routine; \$49; quantity discounts available. Contact: Maple Leaf Software, 9A Warren Street, Ipswich, Mass. 01938, (508) 356-1866.

**Psychology.** "The Max Inventory of Learning Styles," for Apple Macintosh. Requires "HyperCard." Calculates the results of individual tests of cognition and learning styles and prints an interpretation; combines sound, images, and graphics; \$35; quantity discounts available. Contact: Intellimation, Department G-20, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 683-2100.

**Security systems.** "SecureKey," for IBM PC and compatibles. Gives users access to lock and key records, shows relationship of specific keys, keyholders, and door-lock core numbers; generates reports and receipts; \$200. Contact: Management Systems Corporation, 200 Tech Center Drive, Knoxville, Tenn. 37912; (800) 627-6779 or (615) 689-1160.

**Utilities.** "On the Air," for Apple Macintosh. Multimedia tool lets users create presentations that incorporate animation, still images, sound, and text, and play them back; imports presentations from other software; lets users jump forward or backward, pause, or black out the screen; \$175. Contact: Meyer Software, 616 Continental Road, Hatboro, Pa. 19040; (215) 675-3890.

**Writing.** "HyperShelf," for Apple Macintosh. Requires "HyperCard." Includes 300 assignments to help students develop skills in autobiographical, expository, imaginative, narrative, and persuasive writing; \$29; quantity discounts available. Contact: Intellimation, Department G-20, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 683-2100.

### OPTICAL DISKS

**English bibliographies.** "18th Century Short Title Catalogue," for CD-ROM players used with Apple Macintosh or IBM PC and compatibles. Includes 300,000 titles of ephemera printed in English, or in foreign languages in British colonies, from 1475 to 1800; sources include the American Antiquarian Society, British Library, and 1,000 other libraries; \$1,900. Contact: Research Publication Inc., 12 Lunar Drive, Drawer A, Woodbridge, Conn. 06525; (800) 444-6799.

**Political science.** "CIA World Factbook for 1992," for CD-ROM players used with Apple Macintosh or IBM PC and compatibles. Includes information from U.S. Government agencies, including the Board of Geographic Names, Bureau of the Census, Central Intelligence Agency, Defense Intelligence and Defense Nuclear Agencies, Departments of State and Interior, and Drug Enforcement Agency; contains data on 249 countries and territories; \$99. Contact: Quanta Press Inc., 1313 Fifth Street S.E., Suite 208C, Minneapolis 55414; (612) 379-3956.

**Political science.** "Kos World Factbook," for CD-ROM players used with Apple Macintosh or IBM PC and compatibles. Includes information translated into English from Soviet literature on communications, defense forces, economics, environment, geography, government, heads of state, industries, politics, population, and more; includes maps, notes, definitions, and a guide to abbreviations; \$99. Contact: Quanta Press Inc., 1313 Fifth Street S.E., Suite 208C, Minneapolis 55414; (612) 379-3956.

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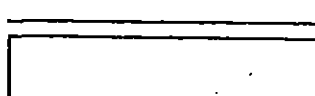
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## Information Technology



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## THE CHRONICLE OF HIGHER EDUCATION

# Section 2

March 25, 1992

### OPINION

## Avoiding Egyptocentric Pseudoscience: Colleges Must Help Set Standards for Schools

By Bernard Ortiz de Montellano

SEVERAL EDUCATION REPORTS, including "Science for All Americans" published by the National Council on Science and Technology Education, have concluded that our nation is falling behind its technological competitors. Technological innovation, which we need to compete internationally, requires large numbers of well-trained scientists and engineers. Modern manufacturing techniques require workers with increasing amounts of scientific knowledge and mathematical capability.

Both of these labor pools are threatened by rampant scientific illiteracy. Our future supply of scientists and engineers may be particularly endangered because most new entrants into the work force in the coming decades will be women and members of minority groups, who are much less likely than white males to pursue careers in science.

Reforms in the teaching of science, including more "hands on" experiences and more thorough coverage of basic concepts instead of teaching a large volume of unconnected facts, will benefit all children. But changes in science teaching are particularly needed in elementary schools to increase the participation of minorities in science. We know that people who choose science careers usually become committed

in the early grades; we also know that minority children start to fall behind whites in mastery of scientific concepts and mathematical skills as early as the fourth grade.

It is unfortunate, then, that the "African-centric" science materials recently adopted by several large, urban school districts will diminish even further the number of minority-group members prepared to pursue scientific careers. If widely taught, these materials will not only sap the ability of our students to think critically but also will increase scientific illiteracy in the cities where they have been adopted. University scientists largely have ignored this problem, but that must not continue.

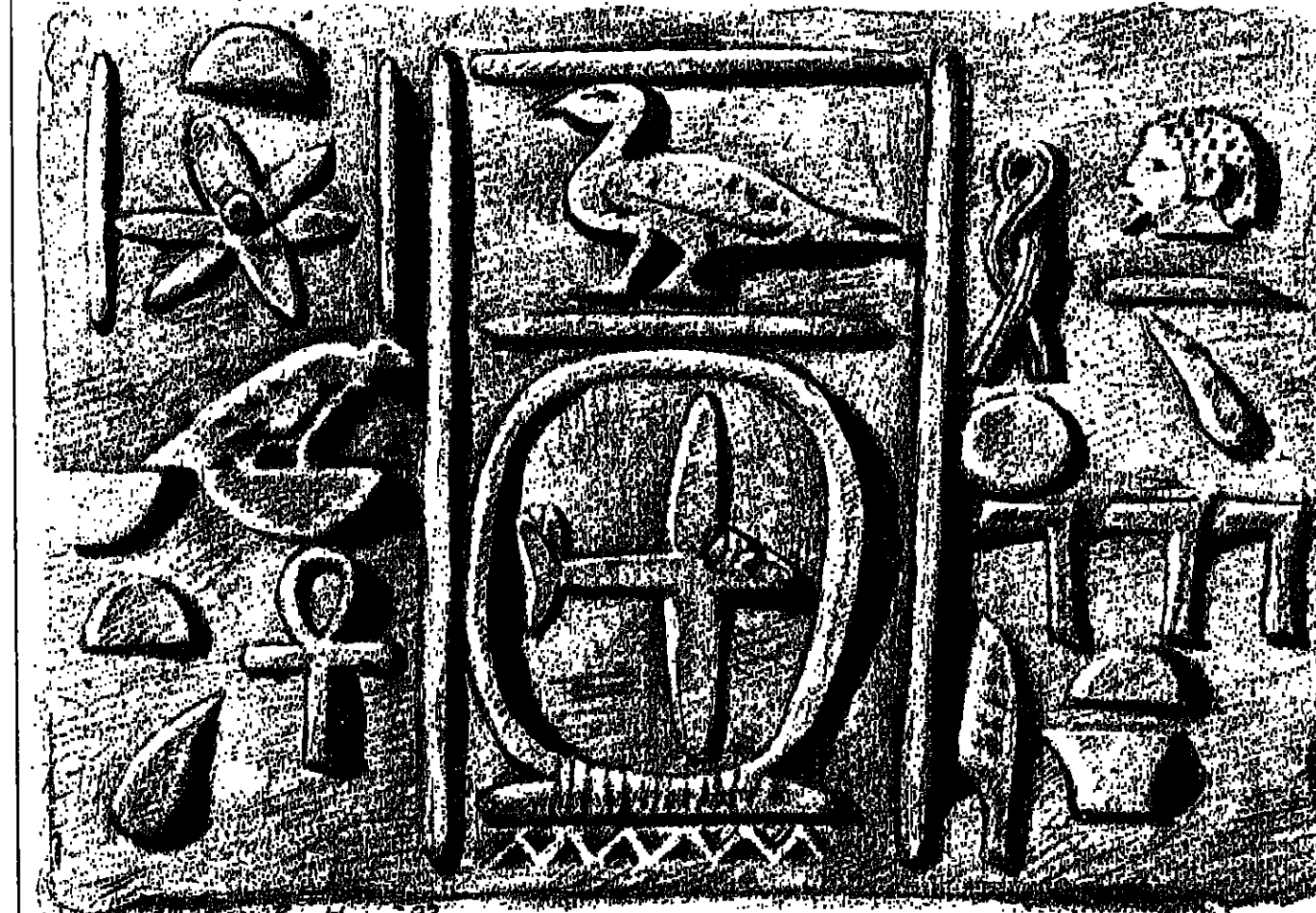
The most widely disseminated "African-centric" science material is the Portland (Ore.) "African-American Baseline Essays," a series of short articles on science, social science, music, mathematics, art, and language arts. The essays are designed primarily for grade-school teachers to use as a resource outlining the contributions of Africans and African Americans to knowledge in these subjects. The essays have been adopted as source material by school systems in Atlanta, Detroit, and Fort Lauderdale, among other cities, and are being used as a model by many other districts across the country.

Asa Hilliard, a professor of education at Georgia State University, conceived the

idea of the essays when he served as a consultant to the Portland school district. He commissioned several different authors to write them. The "Science Baseline Essay" was written by Hunter Havenlin Adams, whom the essay identifies as a research scientist at Argonne National Laboratory. In fact, Mr. Adams is an industrial-hygiene technician with a high-school education who does no research at Argonne, according to David Bourac, director of public information there. Furthermore, the "science" that the essay describes is pseudoscience—a farrago of unsubstantiated and outrageous claims, arguments for the existence of the paranormal, and advocacy of the supernatural as an integral part of science.

THE SCIENCE ESSAY actually is more Egyptocentric than Afrocentric, since it mentions few contributions from the rest of Africa. It does describe several legitimate Egyptian contributions to science, such as the division of the day into 12 hours of day and 12 of night, the engineering skill that went into construction of the pyramids, and the invention and use of ingenious irrigation devices. However, the essay goes on to claim, in a fashion reminiscent of Soviet propaganda in the 1950's, that ancient Egyptians were the

Continued on Following Page





## Guarding Against Pseudoscience in Multicultural Curricula

*Continued From Preceding Page*  
first to discover the principles of quantum mechanics, the wave/particle nature of light, the theory of evolution, the acceleration of gravity, electrical batteries, and gliders. The sources cited for what little evidence is presented are popular magazines and vanity-press books.

THE ESSAY contains many more serious fallacies. For example, it states that the ancient Egyptians were famous masters of extrasensory perception, precognition, psychokinesis, and other undeveloped human capabilities. The use of the zodiac and of "astro-psychological treatises" by Egyptians is mentioned with the implication that they are scientifically valid. Mr. Adams has claimed elsewhere that astrology is scientific and is based on the fact that at birth every living thing has a "celestial serial number." The essay also argues that a scientific discipline exists called "psychoenergetics," which supposedly is the multidisciplinary study of the interaction between human consciousness and energy and matter.

The weight of the official endorsement of the baseline essay by the Portland School District, the authorship by someone erroneously identified as a research scientist at a prestigious national laboratory, and the scientific-sounding jargon used in the essay guarantee that grade-school teachers—many of whom have a weak background in science—will accept many of the concepts presented as scientifically valid.

Indeed, the essay's widespread adoption is evidence of the low level of scientific literacy among our elementary-school personnel. At a recent conference on "Science for the Year 2000" in Detroit, for example, a group of teachers sat through a presentation that included the statement, "Four thousand years ago, Egyptians flew around in full-size gliders," without a murmur of protest or disbelief. It would be impossible for material like the science essay to be adopted in a district where teachers know science.

Given such widespread scientific illiteracy, how will students learn to distinguish science from religion disguised as science and from the kinds of "New Age" fads to which the scientifically illiterate are susceptible, such as astrology, channeling, crystal healing, telekinesis, and psychic surgery?

The current pressure on school districts to incorporate multicultural material into their classrooms and the dearth of such curricula have led to the wide distribution of the science baseline essay, even though it is a classic example of pseudoscience.

EVEN MORE DISTURBING has been the absence of much protest against the science baseline essay. Several explanations are possible, including the lack of scientific sophistication within school districts, political pressure that would label any opposition as "racist," and university research scientists' traditional detachment from the teaching of science, particularly in lower grades.

What is even more puzzling, however, is the lack of reaction by organizations that are concerned with science education, including the National Science Foundation and the American Association for the Advancement of Science. Unfortunately, the NSF also has been slow to support multicultural-science projects, and attempts to improve science teaching, including those by

the American Association for the Advancement of Science, have not dealt with the question of multicultural science as a way to increase the participation of minorities in science.

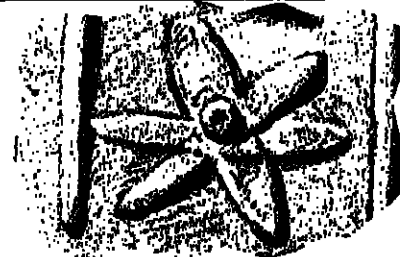
It is time for scientists to act: We no longer can afford to sit in our laboratories and ignore what is happening in the nation's schools. We need to ask officials in our school districts if they have adopted or are considering adopting the Portland essays, and then we must protest the inclusion of material in science curricula that makes unproven claims and introduces religion in the guise of science.

At the same time, we desperately need to develop reliable and scientifically valid teaching materials that deal with the contributions of various ethnic groups. An

can highlight the contributions of particular ethnic or racial groups, but examples must be accurate and realistic. Examples would include the achievements of the Maya in astronomy—including the accurate determination of the complex cycle of Venus (an error of two hours in 500 years), an accurate determination of the length of the solar year, and the ability to predict eclipses. American Indians' use of medicine wheels to make observations of the dates of solstices and equinoxes is another example.

SOME CHANGE may be in the offing. Last June the Public Health Service endorsed a recommendation from a conference that it sponsored on life-science education. Although nothing has

"We must protest the inclusion of material in science curricula that makes unproven claims and introduces religion in the guise of science."



Egyptocentric curriculum is just as hegemonic as a Eurocentric one for a Chicano or American Indian child. Most science textbooks present science as an activity conducted by white males; people of color and their ancestors often are presented as primarily engaged in magic or religious practices. To change this perception, some science educators have advocated the teaching of culturally relevant science, for example by showing minority children that "people like them" have done science in the past and are doing science now.

Presenting role models and using specific cultural examples to teach basic scientific principles enhance children's pride in their heritage and allow minority children to envision science as a career. Teaching

come of it yet, the recommendation directed the PHS to work with the NSF and the Department of Education to "develop culturally relevant curricula that include contributions of those in underrepresented groups." The recommendation also proposed that research scientists be involved in developing the curriculum "to ensure scientific integrity." Specific examples of the pseudoscience contained in the Portland science essay were an important factor in conference participants' concern for maintaining scientific integrity in multicultural curricula.

Leaders of the scientific establishment have been vocal about the consequences of scientific illiteracy for the nation as a whole. Yet they have said much less about the need for scientists to change the way

### MELANGE

## Test Bias and the Intellectual Processes of Blacks; the Academic Revolutionary, a Betrayer of Ideals

CAN THERE BE A BIAS IN THE SAT that favors even privileged blacks?

The first answer is that if there is a bias, it is not "white" in character. As the scores show, Asians rank ahead of whites when backgrounds are held constant, just as Hispanics outperform blacks. Asians and Hispanics do better on this American test because they study longer and harder, pay attention to the rules, and are less likely to cavil about the oddities of the test. If there is a bias to the multiple-choice matrix, it favors what might be called a technocratic mentality, which is emerging in Seoul and Bogotá as much as in Seattle or Baltimore.

But why so visible a black gap at every social level? Here the causes are explicitly racial, in that they stem from the segregation that affects even black youngsters from professional homes. Simply stated, the intellectual processes most black children learn, which tend to be at odds with technocratic modes, are reinforced by spending much of their time among people of

their own race. The persistence of segregation—residential and social—draws a sharp dividing line between blacks and whites of all classes. In consequence, black intellectual styles remain more discursive than linear, which can be a drawback when facing a multiple-choice format. Indeed, one of the early arguments for integration was that in mixed classes, black students would learn "white" modes of interpretation and analysis, thus eroding the SAT gap. Yet white scores have been on the decline for at least 20 years, so whites may not be the best model.

—Andrew Hacker, professor of political science at Queens College of the City University of New York, in the March 23 issue of *The New Republic*

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that science is taught in universities, particularly to non-science majors. Science for all non-science majors should stress critical thinking and an understanding of the process of science, rather than just being the usual diluted version of the traditional introductory course for science majors.

Further, teachers who are innumerate or scientifically illiterate should be as unacceptable in the elementary classroom as those who are illiterate, because eliminating scientific illiteracy ultimately depends on improving the teaching of basic scientific principles and critical thinking in our elementary and secondary schools.

The first order of business is for the scientific community to make clear that it is not acceptable for religion or parapsychology to be taught in public schools under the guise of multiculturalism. A definite need also exists for scientists to draft guidelines and standards for multicultural science materials, which school districts could use in judging proposed texts and curricula.

I propose that the NSF begin the process by sponsoring a conference as soon as possible to draw up such guidelines and standards. The participation of research scientists as well as science educators is essential. We must provide scientifically valid multicultural materials to satisfy a growing demand, while preventing the introduction of questionable information in our schools. The NSF, as well as the Public Health Service, should support projects in which teams of scientists, including research scientists, produce ready-to-use multicultural science materials.

More scientists must get involved in setting standards for elementary and secondary science teachers and in developing curricula for the schools; these endeavors are too important to be left to colleges of education and state boards of education.

Bernard Ortiz de Montellano is professor of anthropology at Wayne State University and the author of *Aztec Medicine, Magic, and Health* (Rutgers University Press, 1990).

### OPINION

By William Giecowski

THE STEADY INCREASE in the number of college students in their mid-30's and 40's is unexpectedly rejuvenating pedagogy in colleges and universities. This influx of students has occurred in varying degrees virtually across the curriculum, with large numbers of adult students taking regular courses, particularly at junior colleges. In addition, courses focusing on life or career transitions for mature individuals and mid-career professionals, previously standard fare in the evening or continuing-education programs of four-year institutions, now increasingly are offered during the day as well.

Teachers who have had to adjust to a large influx of adult students find that their teaching has improved and that their classes have become more dynamic. Adults tend to be more focused than younger students are on applying their learning and more motivated to complete their education. Adult students, veteran educators are discovering, bring with them a sobering dose of

pragmatism that cannot help but affect the learning environment. Their life experiences enrich classroom discussions and force both students and teachers to test theory against reality in a variety of disciplines, from ethics to business administration.

The career experiences of adult students can provide valuable insights that resourceful teachers can blend with instructional goals quite effectively. For example, using management by objectives as a teaching strategy can transform ordinary classes into team efforts that frequently yield outstanding results. Using this strategy, teachers cast themselves as managers or supervisors of teams of students and assign each team a task to be completed by a certain deadline. Since adults on a team often are experienced in meeting deadlines on their jobs, they can show younger students methods for coping with deadlines. More important, project management provides a format familiar to working adults, including limited goals that students of all ages can see as achievable.

It is also true, however, that teaching adults can be challenging in unexpected ways. For example, instructors must learn to juggle several different roles simultaneously. Some adult students continue to see professors as traditional authority figures. Others seem to require mentors and guides. A third group sees their instructors as equals whose expertise differs from their own. And sometimes the same student is looking for a little of each of these roles at different times during a course. Clearly, the range of roles that the teacher

of adult students assumes is broader than that for traditional-aged college students.

A pitfall of teaching adult students is that if their employers have underwritten their tuition costs for a particular academic program, some students may see their instructors as temporary employees of the company and demand a program designed especially for them. Others will see their teachers as the university's customer-service representatives to whom all manner of complaints can be made. Professors must resist such roles because they can

## The Influx of Older Students Can Revitalize College Teaching

undermine their primary responsibility, which is to teach. Indeed, they must realize that they may not be the best problem solvers for students. When this is so, professors should be prepared to refer students to a more appropriate academic administrator and provide a short list of telephone numbers. Professors must portray the college or university as independent of any corporate sponsor and themselves as more than employees.

IDEALLY, universities should properly orient professors who will be teaching large numbers of adult students for the first time, preferably using faculty members already experienced in teaching such students.

Particular problems may arise if courses are offered, as is increasingly the case, at



courses, the cohort model has the benefit of offering adult students who know what they want a specific plan for earning degrees in the shortest possible time. For the professor, the cohort model provides students who are both motivated and focused.

Professors unfamiliar with this type of program, however, may find it disconcerting at first. Unlike traditional college classes, everyone in the class gets to know each other after the first few sessions. Therefore, the teacher of a class in the middle of the students' course of study has to deal with the group identity that already has developed, in addition to handling individual students.

WHILE the cohort group can provide an extremely supportive environment for teaching and learning, it also can be, on rare occasions, a professor's class from hell. A group determined to have its own way may go on strike or even attempt to replace the instructor. Professors should try to

avoid power struggles with students over who "owns" the group and should appeal to students' interest in completing the program.

Most adult students cannot afford a leisurely exploration of university courses. Time is the biggest constraint, especially for mid-career professionals who have families and social obligations in addition to their course work and full-time jobs. In general, the more professors demonstrate an understanding of adult students' time constraints, the more successful their classes will be.

Professors should be prepared to accept late assignments within specified limits, without penalizing students' grades; to emphasize the importance of proper time management from the beginning of the class; and to encourage

age students to come up with options for completing assignments within limits that are fair for all the other students. The net effect will be that the adult students will cooperate enthusiastically, and the quality of their work will improve.

Teachers of working adults have found that they need to pay particular attention to the pacing of classes. Given that students are likely to have had an eight-hour work day before class, continuous lecturing would be disastrous. And because many classes offered especially for working adults meet only once or twice a week for three or four hours, instructors need to prepare several different segments of instruction for each class.

Video presentations and interactive exercises help break large blocks of class

*Continued on Following Page*



## LETTERS TO THE EDITOR

## Are There Too Many High-Paid Full Professors?

TO THE EDITOR:

When I first read Andrew Hacker's piece, "Too Many Full Professors: a Top-Heavy Pyramid" (March 4), I guiltily canceled my customary weekday golfing expedition, left my Mercedes in the garage, and rushed to the computer to do an act of public penance. Let me confess: I make a salary, which after graduate training and almost 30 years in the profession, approaches perhaps 30 per cent of the salary of a reasonably successful lawyer or physician, not to mention the pay (before bonuses) of the CEO of a failing U.S. airline or auto corporation.

I confess to growing older and thus, doubtless, becoming less and less able to communicate not only with 18-year-old students, but with my 17-year-old daughter. If enough of us fat cats come forward, perhaps a pardon will be granted. But before we line up for a reimposition of ashes, it just may be possible to say something on the other side of the question.

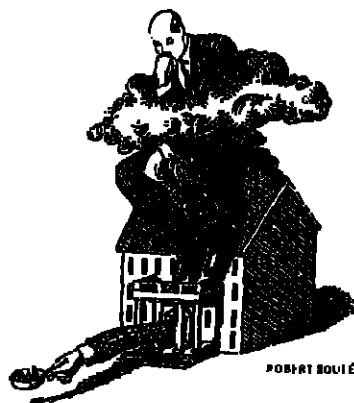
Though there are elements of truth in Professor Hacker's picture, I'm afraid that various governing boards, public officials, and others would seize upon his proposals as an excuse for institutional downsizing rather than for opening the ranks to newly minted Ph.D.'s.

I don't know how things are in the City University of New York these days, but in the University of Illinois system, many department heads and deans have no guarantee under the current budget crunch that if a full professor retires tomorrow, that line can be retained to bring in even one assistant professor. Under these circumstances it is, arguably, not too custodial to say that we'd damn well better hope that a few of our higher-paid colleagues stay on board to protect institutional investment in instruction until society at large decides that it can afford to support a sufficient number of entry-level positions to insure our replacement.

Of course there are better reasons for hoping that an adequate number of full professors remain on hand to help steer our institutions through

the next few years, especially since younger members of the faculty have neither the time nor incentive to engage in faculty governance before the award of tenure. Professor Hacker, however, seems to me to come perilously close to the assumption that age is automatically suspect, youth axiomatically preferable.

The declaration that it is somehow in itself a Bad Thing that students "increasingly are taught by professors who are even older than their parents" ignores the fact that good and bad teachers exist at all ranks and ages. Personally, I'd rather take my chances on the experienced senior teacher or the much-maligned



teaching assistant encountering the first excitement of dealing with freshmen than on all too many harassed assistant professors whose tenure depends on their doing everything perfectly.

In any case, many of our students are themselves getting older—a phenomenon Professor Hacker has surely been able to observe from his vantage point in a large urban university. Those of us with graduate students, or even returning undergraduates, in their late 30's and early 40's, know that one can no longer make certain traditional assumptions about the characteristics of our audience.

"The Full-Professor Bloat" is a melancholy reminder that professor-bashing is not only emanating from a wide variety of sources, but also is not necessarily any more informed

when it comes from the ranks of the professoriate itself.

I find it remarkable that Professor Hacker's indignation is reserved for persons toward the end of their careers, whose salaries have already leveled off in many cases, whereas he says nothing about the phenomenon of administrative bloat, particularly in staff positions that call for no particular ability to lead higher education or to deal with the public or the legislature. Perhaps his real bottom line is the recognition that our counterparts in Ames, Iowa, have more discretionary money than he or I do—deplorable, no doubt, but hardly the basis for a populist campaign.

LAWRENCE POSTON  
Professor of English  
University of Illinois at Chicago  
Chicago

TO THE EDITOR:

It was disturbing to read the comments about the glut of full professors written by Andrew Hacker, himself a full professor! Although this personnel situation may create some budgetary and administrative problems, many of Professor Hacker's opinions could easily lead to bigger problems if taken even slightly out of context by opponents of higher education. An average salary figure of \$109,100 might seem high in some circles, but this is the salary of people at the pinnacle of their fields, living in an area with an extremely high cost of living. (How it can seem high to Dr. Hacker from his vantage point in the New York metropolitan area is beyond me.)

In the same week that I read this article, I read also about plastic surgeons (at all levels of their field) averaging more than double that figure, about a baseball player with a .250 batting average (which means that he successfully gets a hit only once out of every four times at bat) who earns \$4-million a year, and about heads of failing corporations who earn tens of millions in annual salary and bonuses. Are we academics so insecure that we find it necessary to apologize for earning enough to support our families, even when it is considerably



"You have to make a basic decision: What means more to you, your glowworm research or Star Wars?"

less than what is earned by even the most mediocre professionals, executives, and ballplayers?

In academe as elsewhere, higher salaries are associated with quality and success of the organization. Most of the institutions cited by Professor Hacker for being top-heavy with "highly paid" full professors also have reputations for excellence in both teaching and research. These reputations have been created, in large measure, by the very people Professor Hacker wishes would step aside.

If asked to recommend a good university to which a bright high-school student could apply, would Professor Hacker recommend Akorn State University over Harvard University? If he had reason to go back on the job market, would he choose a school that paid any less than a market salary or had caps on appointments to senior rank? Or would he expect his achievements to be recognized in the traditional ways? RICHARD PARKER, Associate Professor of Marketing, Glassboro State College, Glassboro, N.J.

TO THE EDITOR:

I applaud Andrew Hacker's opinion that too many colleges have too many full professors who are paid too much, individually as well as collectively. Almost all of his suggestions are meritorious, although I doubt that most have any chance of being implemented. The one suggestion I don't like is that universities give tenure but not full professorships to faculty who put their energies into teaching rather than research.

This would only contribute to the spread of the already widely endorsed view that teaching really doesn't count when push comes to shove. (Isn't it fundamentally immoral to base our institutional reward structures on intellectual self-aggrandizement rather than on service to our students and their families?) We ought rather to reward successful researchers with more time to do what they do best, and successful teachers with more time to do what they do best, keeping rank and salary the same for both sets of people.

My home institution, a small college in Pennsylvania that I will not

name here, pays assistant professors very well by national standards, but full professors only about 50 percent more. Our philosophy is that younger faculty need more than they are often paid elsewhere, and older faculty less. Consequently there is no shortage of funds for buying instructional equipment and books for the library and for the maintenance of buildings. At many public institutions in this state, the physical plant is quite literally falling apart, a direct result of the fact that faculty there are paid too much, all the more so when the cost of living in a rural place (where most such institutions are located) is considered.

Why am I dubious about the future of Mr. Hacker's proposals? Call it self-interest, economic rights, or sin, it all boils down to the fact that people will fight very hard to protect their own turf, and faculty are no different from anyone else.

Too many faculty really want the structures to remain as they are. They like a system that values research much more than teaching, even when most of the bill is being paid by people who value teaching more than research. They like a system that gives them lifetime security (who wouldn't?), even if it works to keep younger people out of equivalent positions, and even if the same security is not enjoyed by other university employees. Above all, they like a system that puts them at the center of that little universe called the university; arrogance has always been the most serious occupational disease.

In short, solutions to the fiscal problems at many universities lie not with legislatures or wealthy alumni. They lie rather with ourselves.

EDWARD B. DAVIS  
Mellon Fellow in the Humanities  
Beckman Center for the History of Chemistry  
University of Pennsylvania  
Philadelphia

TO THE EDITOR:

Professor Hacker would see us full professors "sharing some of our financial good fortune with those who want to carry on our calling."

I did that already. I gave up a lot of income, first as a graduate student and then as a junior instructor paying

## OPINION

of my student loans. My three children grew up in poverty, denied all the advantages a physician's children can take for granted.

Now Professor Hacker would have me inflict the same damage on my grandchildren. That's not just unreasonable; that's vicious.

JIM PERRY  
Professor of Philosophy  
Dale Mabry Campus  
Hillsborough Community College  
Tampa, Fla.

## Date-rape statistics and expert opinions

TO THE EDITOR:

I was disappointed to see *The Chronicle* giving precious space to yet another non-expert who has bashed "feminists" in such right-wing platforms as *The Wall Street Journal* and *The Public Interest*. Those publications select their coverage more for conservative political correctness than for empirical accuracy, but *The Chronicle* should have higher standards.

I refer, of course, to the two-page spread given to Neil Gilbert for his critique of date-rape research. To compound the problem, your headline refers to Mr. Gilbert as a "Berkeley Scholar" and to his targets as "Feminists" ("A Berkeley Scholar Clashes With Feminists Over Validity of Their Research on Date Rape," February 26).

He is a professor, but not in the area of sexual violence. The researchers he attacks have done methodologically sophisticated scientific studies and published their results in peer-reviewed journals. To enhance his status by referring to him as a scholar and to denigrate theirs by referring to them as feminists, as if their positions were political rather than scholarly, is to play into the continued attack on uncomfortable findings by the well-heeled forces on the political right.

Mr. Gilbert is, of course, entitled to his opinions. The fact that they have received so much attention is not, as your article claimed, an opening salvo in a battle brewing over rape statistics, but simply another media-based attack on a favorite target. The fight has been going on for years and will no doubt continue.

You have a right to report on the coverage of his opinions, but your military metaphors and your unfortunate headline give those opinions more than attention and credibility than they deserve. Instead, perhaps you should have devoted those two pages to the serious problem of date rape on campus, referred to Gilbert in passing as saying there are some people cited in conservative circles who question the statistics, and given your attention to the real scholars on the issue.

JOAN E. CROWLEY  
Assistant Professor of Criminal Justice  
New Mexico State University  
Las Cruces, N.M.

TO THE EDITOR:

Andrea Parrot's and Neil Gilbert's assertions may not be as far apart as they claim.

If the legal definition of assault is used, a lesser number of women will be identified as victims of sexual assault. The legal definition of assault requires that the victim feel threatened by the behavior or have been hurt. By precedent, hurt has been defined as physical. If we add together the number of women who reported they had been assaulted with those who reported they had been victims of offensive and demeaning behavior, I suspect we will validate the results of Mary Koss.

In response to a questionnaire sent by Towson State University's Campus Violence Prevention Center to a random sample of 60,000 students nationwide, 9 per cent of the women reported that they had been victims of sexual assault. . . . An additional 4 per cent reported that they had been victims of date rape. One-half of 1 per cent reported being victims of rape. These numbers are exceptionally close to those reported in the Koss study. . . . DOROTHY SIGGEL, Executive Director, Campus Violence Prevention Center, Towson State University, Towson, Md.

## Liberals, conservatives, the media, and the truth

TO THE EDITOR:

Gregory S. Jay fears his "side" (which he misidentifies as "liberal") is losing the debate over the intellectual health of our universities because it hasn't been able to communicate its most signal achievement, changing the truth ("The First Round of the Culture Wars," *Opinion*, February 26).

Had the last quarter century of ferment in the humanities indeed produced an astonishing body of new knowledge about the human condition, he might well have a point. But they have not, largely for reasons revealed by his fuzzy and unhelpful notion of what truth is and how it is discovered.

While changing truth involves looking for evidence, making arguments, and testing hypotheses, Jay tells us, finally "we must persuade audiences of our peers . . . that we are right." Consequently, academic truths represent the rough consensus



of a professional community as it evolves over time and depend upon "the establishment and use of professional criteria." There is a certain amount of studied ambiguity in all of this, but the heart of the message seems to be that truth is what some particular circle of authorities believes it to be at a given moment.

That is not how most people, including natural scientists (our most prolific discoverers of knowledge) and mainstream philosophers, conceive of truth and its pursuit. For them, the test of truth is not the number of other persons, expert or otherwise, who hold the proposition in question, but whether that proposition is the alternative best supported by available evidence.

Needless to say, since individuals can do firsthand investigation only within a small region of knowledge, they must be willing to rely heavily on the judgments of other specialists. But the authority of specialists derives from the supposition that they base their knowledge on evidence. Were intellectual communities really the touchstones of truth, it would be hard to account for the ultimate success of the theories of Copernicus or those of other path-breaking but originally isolated thinkers.

To be sure, it is only by using acc-

Continued on Following Page

## QUOTABLE

"The astonishing thing is that young women pursue careers in science and medicine at all!"



BACK IN THE 1960's, when I was in medical school, it was a widely held view among physicians that all women should have their children before the age of 30. Illnesses like endometriosis were seen as punishment for delaying having children. Needless to say, these widely accepted medical views owed more to social conditioning than to science.

Today, few in the biomedical professions would admit to holding such unscientific views. In fact, now the punishments come to women who do have their children while in their 20's—at least among women in the sciences.

One recent study that focused on gender differences in the careers of 460 former National Science Foundation postdoctoral fellows showed that women who had children during their postdoctoral years did not attain the academic and leadership positions that the other women—and men—in the study population achieved.

But let's not blame the babies. Other studies have shown that both married and single women scientists and engineers have higher rates of unemployment and underemployment than their male counterparts. As in so many other fields, women in science eventually hit either the "mommy track" or a "glass ceiling."

According to studies conducted by the Pew Charitable Trust Science Education Program and researchers at the University of Colorado at Boulder, fewer women than men declare science as a major in college, and a greater proportion of women abandon science for other majors. As a graduate of Vassar—then a single-sex school—I note that there is an interesting exception to this trend: All women's colleges lose fewer of their science majors to other fields. Based on my personal experience, I believe that women's colleges can engender an environment and a mindset in which there are no barriers based on gender, an environment that encourages women to pursue "nontraditional" fields—like science and medicine.

WHY do women drop out of science? A study by the American Association for the Advancement of Science found that women in science classes are subject to more negative treatment than their male colleagues—by both faculty and other students.

Perhaps one recent, glaring piece of evidence in support of this AAAS study is the article by a distinguished professor at the University of Alberta—favorably peer-reviewed and published by the *Canadian Journal of Physics*. This "scientific" observational study blames most of the ills of modern society, including corruption and cheating, on working mothers.

Such attitudes are easier to understand—if not condone—when one considers the fact that most science faculty are men. A 1990 report by the National Science Foundation shows a total of 151,400 men teaching in science departments at four-year colleges and universities, compared with 34,900 women. While 104,400 (68.9 per cent) of the men were tenured, only 12,600 (36 per cent) of the women had received tenure.

My own field of medicine mirrors the trends found in science. Although women now make up 38 per cent of medical students and women's academic performance is virtually indistinguishable from men's, women rarely achieve leadership positions on medical-school faculties. With some 14,171 women now on medical-school faculties, women represent 21.5

per cent of all faculty members. However, they occupy what might be called an academic ghetto: 49.8 per cent are clustered at the assistant-professor level, while only 9.8 per cent have achieved the rank of full professor. Today, no medical school is headed by a woman dean; in 1990, there were two.

ONCE THEY HAVE SURVIVED the rigors of their education in the classroom, the laboratory, and the faculty lounge, how do women scientists and MD's fare in securing support for their research? The good news is that women's share of research grant money from the National Institutes of Health has doubled since 1981, and in 1990-91, women's and men's success rates for competing research project grants became virtually equal. However, women submitted and received only 19 per cent of these awards.

Another difference is that women's research is a bargain: Women applicants request less money than their male colleagues, on average about \$30,000 less. Thus, in 1990-91, women received a mere 16 per cent of funds for research project grants.

In view of some negative treatment in the classroom and discouraging employment and funding prospects, the astonishing thing is that young women pursue careers in science and medicine at all!

But it is fortunate—and important—for our country that they do. By the year 2000, women and minorities will account for 68 per cent of the new workers. Coupled with the fact that, if current trends continue, the United States will face a shortage of scientists and physicians by the end of the century, it is safe to say that sustaining America's scientific and biomedical preeminence depends upon attracting—and retaining—talented women and minorities.

If we are to ensure our country's future competitiveness, we must change the prevailing culture—the rules of the game—in our classrooms, boardrooms, laboratories, and faculty lounges. To do so, we must recognize that brains, not brawn, will dominate the next century, and that means more than ever we must tap into the brain power of women.

Eighty years ago, when British women were trying to win the right to vote, they played by men's rules: They broke windows in Parliament Square. Many of the women were treated brutally and arrested. Their leader, Emmeline Pankhurst, pointed out that every advance of men's rights has been marked by violence and the destruction of property. She defended the women's actions, saying, "Why should women go to Parliament Square and be battered about and insulted, and most important of all, produce less effect than when they throw stones? We tried it long enough. We submitted for years patiently to insult and assault. Women had their health injured. Women lost their lives. . . . After all, is not a woman's life, is not her health, are not her limbs more valuable than panes of glass? There is no doubt of that, but most important of all, does not the breaking of glass produce more effect upon the Government?"

While I am not advocating that American women in science resort to such behaviors—or even to the breaking of test tubes—it is clear that all of us in the scientific community have a lot of breaking to do—especially old rules, self-defeating habits, and glass ceilings.

—Bernadine Healy, director of the National Institutes of Health, in the March 13 Issue of *Science*

## The Influx of Older Students Can Revitalize Teaching

Continued From Preceding Page

time into smaller units, and photocopied material and hand-out exercises can change the pace or illustrate a point in a lecture or help focus class discussion. While these strategies are frequently used in traditional classes, they are more optional for a class that meets three or four times a week for an hour. They assume much greater importance when lectures alone would not be good pedagogy.

TEACHING ADULTS raises a host of other questions: Should learning always be measured in three-unit chunks of course work? Can learning be measured realistically in Carnegie units of "seat time"? Is grade inflation such a bad thing if higher grades reduce students' anxiety and thus help them to concentrate more on learning and less on grades? Do accreditation teams take into account the dynamics of non-traditional classes when evaluating university programs? What are the boundaries between job training and education? Contemplating these questions can be liberating for teachers, since challenging the popular assumptions about education often generates innovative thinking about how students learn best. The result may be more creative, and hence more effective, teaching.

Teaching adult students also encourages instruc-

tors to be creative in how they approach their subject matter. As Julie Thompson Klein, an associate humanities professor at Wayne State University, stresses in her book *Interdisciplinarity* (Wayne State University Press, 1990), neither the problems of society nor their solutions are neatly compartmentalized into disciplines. Many adult students seem to know this truth—however instinctively—better than their professors do. Therefore, in teaching adults, instructors may need to approach their subject matter through more than one discipline and learn more about fields related to their own. To be more persuasive and effective, a professor of classics may want to introduce economic theories into a discussion of ancient civilization, for example; a professor of economics may connect developments in physics, chemistry, religion, or politics to lectures on economic theory.

Eventually, of course, the best that has been developed in programs for working adults will filter into more traditional programs. In the meantime, teachers and students of all ages have much to gain from changes occurring in response to the wave of adult students.

William Giczowski is assistant professor of interdisciplinary studies at the University of San Francisco.



## Letters to the Editor

*Continued From Preceding Page*  
 demic popularity as the test of truth that Jay can make his case that theories about the social construction of sexuality and the critical deconstruction of texts represent intellectual breakthroughs. But no matter how large an academic chorus Jay amasses to sing the praises of these "breakthroughs," serious scholars, whatever their political persuasion, will continue to believe that something is terribly amiss with the brand of scholarship he evidently represents.

STEPHEN H. BALCH  
 President and Executive Director  
 The National Association of Scholars  
 Princeton, N.J.

### TO THE EDITOR:

There is much to admire in Gregory S. Jay's article, including his contention that "we face a messy reality in education: There is always a fine line between opinion and truth, and our job has to be the drawing of that line."

However, Professor Jay is not doing his job when he asserts, "The conservatives have a huge financial support network and are given frequent space in the pages of *Newsweek* as well as *Commentary*, *The New Criterion*, and *The Wall Street Journal*." Surely Jay jests.

He must know that there are only four relatively small conservative foundations in the United States, whose assets in the aggregate are nowhere near those of the Ford Foundation or the MacArthur Foundation. Surely, he must know that *The New York Times*, *The Washington Post*, *Los Angeles Times*, and *The Boston Globe*, have more influence and greater readership than *The Wall Street Journal*. While I'm bemused by his belief that *Newsweek* is giving frequent space to conservative opinion, Professor Jay neglects to mention *Time* magazine's almost total devotion to liberal views. And I suspect Professor Jay knows that the circulation of *Mother Jones*, *The Nation*, *Dissent*, *The Progressive*, *Harper's Magazine*, and *The Atlantic* is larger than the few conservative journals he cites.

Yes, there is a fine line between truth and opinion, and Professor Jay would be well advised to find it.

HERBERT I. LONDON  
 Dean of the Graduate Division  
 New York University  
 New York City

### The charges of conflicts in the loan debate

#### TO THE EDITOR:

Your February 19 article "College Officials' Ties to Financial Institutions"

Prompt Questions About Conflict of Interest" misrepresents the relationships between the many groups who support the student-loan programs.

From the very beginning of the student-loan programs 27 years ago, lenders and college representatives have had a successful partnership that has worked to deliver financial aid to millions of students. The fact that college representatives, such as presidents and financial-aid administrators, are on the boards of lending institutions, secondary markets like Nellie Mae, the New England Education Loan Marketing Corporation, guarantee agencies, and support organizations like the College Board, is no secret nor is it a mystery.

Nellie Mae consistently seeks advice from and relies on the commentary of college representatives on our board to help us address the real needs of students and families. Our board members do not act as rubber stamps on decisions made in isolation by Nellie Mae staff members. They are there to constantly challenge programs and policy to insure that we maintain our mission of expanding access to higher education.

No single group within the student-loan arena can work in isolation and still continue to serve students effectively. The mingling of lenders, secondary markets, college presidents, and financial-aid administrators lets each group better understand the needs and issues of the others.

When Nellie Mae makes a "contribution" to a group such as the National Association of Student Financial Aid Administrators by taking out an ad in its national conference book or paying annual membership dues, we're not doing it to coerce financial-aid officers. We support NASFAA because we understand the importance of the role that financial-aid officers play in the delivery of aid to students. When Anne M. Sturtevant from Emory University was quoted in the article saying, "We're not being wined and dined. We're working," she was really understating her point. No group within the student-loan arena has worked harder or longer to help students, or knows better the issues facing students and parents, than do the financial-aid administrators.

They are not empty-headed people who can be swayed willy-nilly into not supporting direct lending because Nellie Mae supplies cold cuts when they attend advisory-committee meetings at our offices. Please give this group, and college presidents, a little more credit.

Nellie Mae, as a non-profit organization, will continue to serve stu-

dents and families and maintain our strong ties with the college community. We only hope that election-year politics will not be used to eliminate a tested and successful public-private partnership for an untested direct-lending system.

LAWRENCE W. O'TOOLE  
 President  
 The New England Education  
 Loan Marketing Corporation  
 Braintree, Mass.

### TO THE EDITOR:

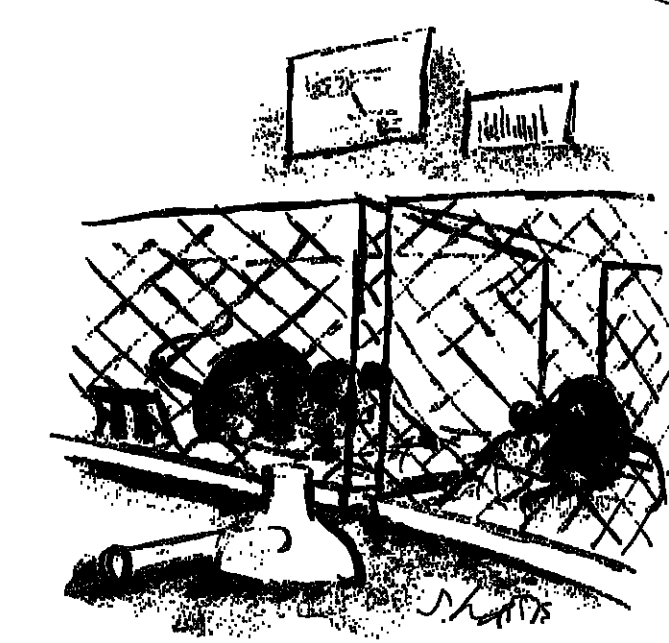
I read with more than a passing interest your February 19 article. . . . Although I don't recall "angrily" refuting anything, I was very disturbed by the nature of the inquiry and the thrust of the questions being raised. My concern related not to the suggestion that my firm was somehow involved in persuading our clients to get on the "anti-direct-loan bandwagon." Quite the contrary, since I had steadfastly refused to raise the issue within the United Negro College Fund. And I regard the suggestion that our presidents—all of whom are African American—cannot think for themselves in the public-policy arena, but must be informed or directed by bankers and others in the guaranteed-loan community, as personally offensive and smacking of racism!

The public record will show that John L. Henderson, president of Wilberforce University, was the first UNCF spokesperson to express reservations about direct lending—long before there was a Simon-Durenberger bill—in response to a question from Sen. Nancy L. Kassebaum at a March 21, 1991, hearing of the Senate Subcommittee on Education, Arts, and Humanities. He said: "I can't speak for all college or university presidents, but I certainly feel that Wilberforce University does not want to be in the lending business nor do we want to be in the debt-collecting business. . . ."

This position, which was echoed by Oswald P. Bronson, president of Bethune Cookman College, during October 29, 1991, testimony, is the only one advanced on behalf of UNCF. It was uttered by a president, not UNCF's corporate board.

It is ironic that most of the direct-loan debate has been carried on between lenders/guarantors and large research universities, while those who have the most invested and the most to lose if the *untested* notion is implemented—millions of student borrowers and thousands of medium and small-sized colleges and universities—have played little or no role.

Those who may see their direct-loan dream evaporating into a serious test of its fiscal feasibility and institutional practicality may have chosen character assassination and innu-



"Bad news. We're getting tenure."

do as a substitute for fact and the best interest of students.

I am not sure where the idea for the February 19 article came from nor why someone chose to suggest that William I. Ihlenfeldt and Bud Blakey were devils reincarnated. What I do know is that I have spent 25 years building a professional reputation of which I am proud. Some of those making charges and insinuations did not know the difference between a Pell Grant and a Food Stamp two years ago. It is simply unfair and inaccurate to impugn the veracity of persons who have labored in the vineyard of higher education for the betterment of students most of their professional lives, with no basis in fact to support these allegations. If we choose to discount every person with any connection to or alliance with any other person or entity in the higher-education community, we will exclude everyone! Being a not-for-profit does not exempt an entity from scrutiny for possible conflict of interest, nor should we infer guilt because one is a for-profit entity.

Let's stop assigning blame and looking for skeletons in everyone's closet. Or better yet, "Let him who is without sin cast the first stone."

WILLIAM A. BLAKEY  
 Attorney  
 Washington

### TO THE EDITOR:

. . . To imply that either personal gain on the part of campus-aid administrators or benefits derived by the National Association of Student Financial Aid Administrators through certain kinds of relationships might be put before the financial needs and interests of our nation's students is an inaccurate interpretation of both the style and distinctive characteristics of our profession.

The practice of financial-aid administrators has been and continues to be the thoughtful evaluation of all sides of any issue related to postsecondary-education financing and active engagement in dialogue among ourselves, as well as with all interested parties.

A recent example is the discussion that was promoted on the issue of direct lending at the meeting of NASFAA's board of directors last November. The dialogue was lengthy and was characterized by full description of the proposals for change and the varying points of view. No points of view were excluded from discussion. Ultimately, a resolution was passed by the board and was broadly communicated.

As we continue to participate in

the work of reauthorizing the Higher Education Act of 1965, you will find NASFAA in the thick of the debate. Our purpose for being there is to responsibly hold all, including ourselves, responsible for delivering the best service possible to all qualified students who lack the necessary resources to pursue postsecondary education. . . . HARVEY P. O'NEILL  
 National Chairman, NASFAA  
 National Association  
 of Student Financial Aid Administrators  
 Washington, D.C.

### Causes, solutions to issues facing research libraries

#### TO THE EDITOR:

Your recent article about the crunch for research libraries (p. 17) is a fine example of the kind of work that the Force Libraries to Make Durable Cuts in Collections and Services (February 19) was well written and provided useful information. It allowed me to add just two more pieces to this intractable puzzle.

First, the cost of research publications: To publish a research journal, the costs of production and distribution have to be recovered over several numbers of copies. . . . With all canceled subscription, the cost of the journal must be increased to reach point of breaking even. When libraries add to the problem with systematic or programmatic cancellations, the results can be devastating—and are devastating. The few remaining copies become very expensive, adding to the woes of those libraries that must continue to receive that title.

Second, the differential pricing of journals: Scholarly journals, in most cases, are not sold with a "newsstand price." Rather, they are available by subscription only. In many cases, they are sold at a discount.

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, shorter letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.

## THE ARTS

### Elaborate Russian Fashion; the 'Audacious' Peter Brook

By Zoë Ingalls

MENTION RUSSIAN FASHION and most Americans think drab: "They see women in babushkas and ill-fitting coats on bread lines," says Debbie Gioello, chairman of the fashion-design department at the Fashion Institute of Technology.

Anyone in the audience for a showing of works by 12 Russian designers, held recently at FIT, was forced to shed such preconceptions immediately. Ms. Gioello says, so striking were the beauty and intricacy of the designs.

"The clothes were elaborate—elaborate in the richness of the color, the details, the embroidery, the amount of work put into them," she says.

"They were impeccably made," she adds.

The show, "From Russia With Love," was mounted in collaboration with Cultural Contacts International Ltd., a non-profit organization that collects and promotes Russian textile and costume arts in the United States.

Inspiration for the clothes in the show came from a wide variety of sources, including folk art, icons, and even architecture.

A hand-dyed linen and calico costume designed by Elena and Eugenia Pelevina, seen at the Fashion Institute of Technology's Russian fashion show this month.



JOHN BLANES, FASHION INSTITUTE OF TECHNOLOGY

they're trying to make: From nothing, something elaborate comes."

"AUDACIOUS" is an apt way of describing the work of Peter Brook, one of the most influential forces in contemporary theater, says Katherine H. Burkman.

Mr. Brook, the 66-year-old director who rose to international prominence during the 1960's for his work with the Royal Shakespeare Company, has continued to spark the imaginations of some critics and tweak the noses of others.

In 1970, for example, Mr. Brook staged *A Midsummer Night's Dream* with elements from the circus: The lovers were jugglers; the fairies were trapeze artists; the rustics, clowns. The production was viewed as irreverent by some, brilliant by others. It is now "generally considered a landmark production," says Ms. Burkman, a professor of English and a specialist in modern drama at the Ohio State University.

Although best known for his work in theater, Mr. Brook has also directed film, television, and opera, including an acclaimed 1983 production of *The Tragedy of Carine* at Lincoln Center. He is the co-director of the Royal Shakespeare Theatre and director of the International Centre of Theatre Research in Paris.

This month Mr. Brook became the first recipient of the \$50,000 Wexner Prize, which will be awarded annually by the Wexner Center for the Arts at Ohio State. The award honors a person in any artistic field whose "highly original and influential work has consistently challenged conven-

tion." Certainly Mr. Brook is "one of the great innovators of our time in modern theater," says Ms. Burkman. "But he's done a lot of classics, so his innovations do not come out of nowhere—they are grounded in tradition."

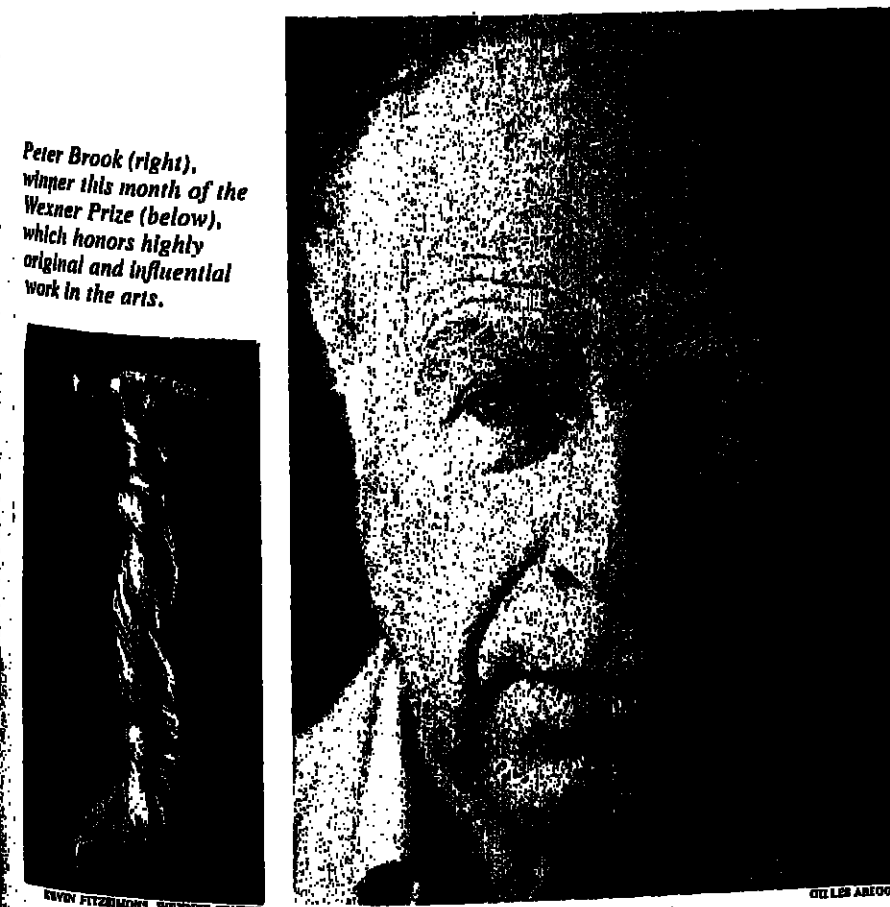
In 1970 Mr. Brook founded the International Centre of Theatre Research. Over the next three years, his company performed in Iran and throughout Africa with experimental performances called "carpet shows."

"They'd literally put down carpets on the grass and perform," Ms. Burkman says.

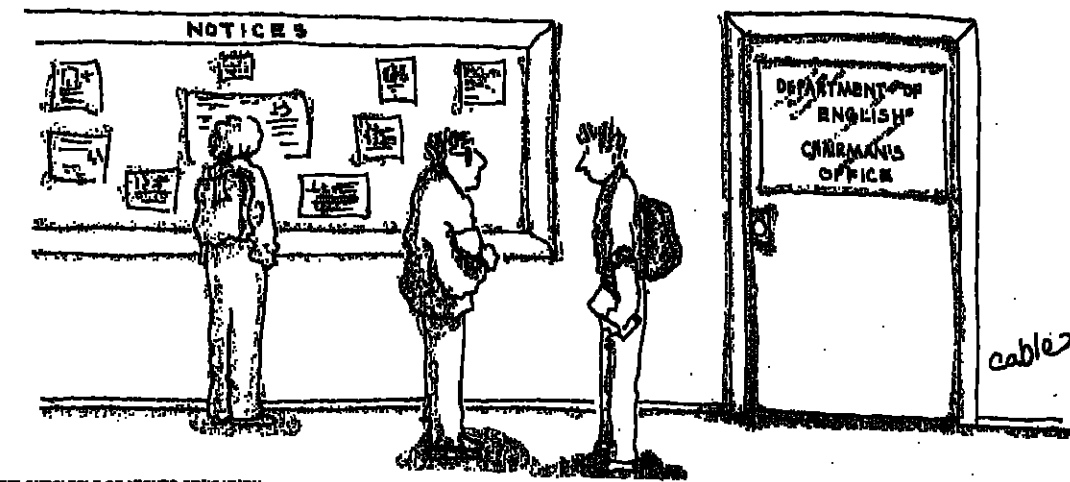
In 1985 he produced what has been called the "theater event of the decade," *The Mahabharata*, a nine-hour extravaganza based on the Sanskrit epic that includes the *Bhagavad-Gita*, a sacred book of Hindu philosophy.

Mr. Brook's recent work reflects his vision of a "global theater" with international casts, she says, and his 1991 production of *The Tempest* featured a black Prospero. Some 25 years ago Mr. Brook wrote a seminal work, *The Empty Space*, in which he criticized modern theater's overemphasis on "visual decoration, realism, and psychological explanation," Ms. Burkman says. He urged a return to immediacy and the kind of theater that engages the audience's imagination.

Today Mr. Brook is still striving to fill the stage with originality. For him, "the empty space is never there to create what was," says Ms. Burkman, adding: "He is always exploring. He was very young when he started, and he's still very young in his 60's. He's still exploring as if he were a young, headstrong innovator."



Peter Brook (right), winner this month of the Wexner Prize (below), which honors highly original and influential work in the arts.



"I'm pleased, Mr. Fenton, that Willa Cather and Herman Melville made your short list."



# Letters to the Editor

Continued From Page B6

instances, the journals are the production of an association or society. Thus, one finds them priced with the lowest price for members, an increased price for non-members, and the highest price for libraries. Associations and societies have used this differential pricing for a long time as an indirect way to have academic institutions grant what are, in effect, subsidies. With costs constant and fewer units sold to recover these costs, the indirect subsidies again increased, not arithmetically or incrementally, but geometrically.

The problem is not new. Its effects began in the late 60's and 70's and persist. The result is that many have concluded that the published article is no longer an appropriate means of communicating scholarly information and should be replaced by some form of digital file or image. And that brings on its own sets of problems of cost, distribution of cost, and control of the bottom line.

RONALD E. DIENER  
Former Chief Executive Officer  
The Council for Bibliographic  
and Information Technologies  
Columbus, Ohio

## To the Editor:

The story concerning rising costs and dwindling budgets for libraries certainly shows the serious problem all colleges and universities face in providing library resources for students in times of recession and budgetary cuts. In that article it indicated that the libraries at Stanford University, looking to save \$3.1-million over the next few years, are considering laying off about 10 percent of their staffs, among other measures, and closing the main undergraduate library and merging it with other libraries on the campus.

On that same page in your "Give & Take" column is a news item that may or may not have been put on the same page by your layout staff to make a point. But the point is worth noting. The story states that "The board of directors of the Stanford University Bookstore announced that it would review its employees' compensation after a published report said the top managers received annual salaries of more than \$100,000, along with a vacation home, a motor home, a sailboat, and the use of luxury cars as perquisites."

This comparison of priorities and control shows the seriousness of the

problem of the management of colleges and universities. One could easily think that the university might be better off to regain control of its own bookstore and to channel those excess moneys and profits back to support its libraries.

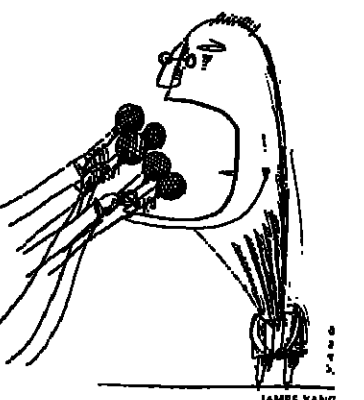
A. R. SULLIVAN  
Chief Executive Officer  
Sullivan College  
Louisville, Ky.

## Avoiding the pitfalls of media attention

To the Editor:

In "Talking Heads From Academic" (February 19), Jerrold M. Post used the better part of two pages detailing media attention given him during the Persian Gulf war. What the article lacked, however, was a solution to the problems academics face when dealing with the press.

As a televangelism researcher, I



have encountered similar problems in the more than 500 media interviews I have given. Generally, the bigger the news organization, the sloppier the handling of quotes and facts.

I quickly learned that if I want to keep my research (and my college's name) in the limelight, I need to accept the fact that journalists don't have the time or the inclination to comprehend complex, objective research. They often only want a sensational quote to go with a preconceived slant or want to condense results to make generalizations.

A major problem that Post failed to address is the fact that reporters rely too much on the same old "expert" whenever there is a breaking news story. The professor chosen is usually one they can depend on to give them quick quotes or sound bites. A large national newspaper quoted me in over 25 stories and got to depend

on me so much that the reporter once called in a rush to meet a deadline and told me, "This is what I need you to say. . . ." At other times, I was expected to provide an intelligent quote on a tangential subject in which I had no expertise.

The solutions range from ignoring the problems and taking whatever publicity you can get to complaining to the media organizations when you are misquoted. The former results in callousness and the latter keeps you from ever getting called again.

I had to learn to be more discerning when the media called. I ended up with an unlisted home phone number and had the secretary screen all my office calls. I have attempted to control which journalists I talk to instead of letting them control me.

Media coverage is a curse and a blessing. It places demands on your time, causes strained relationships, and rarely results in a pay raise or a larger office. But it does give public exposure to years of hard work and is great for the ego. It can bring satisfaction to the researcher who is able to stay in control.

STEPHEN WINZENBURG  
Communication Department Chair  
Grand View College  
Des Moines

## Mexican students need more help to succeed

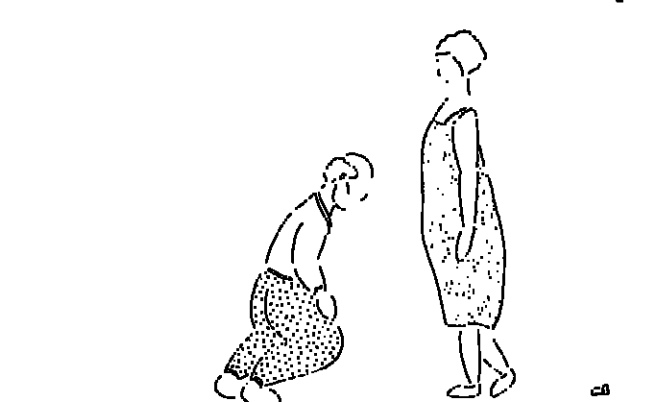
To the Editor:

The Chronicle article of February 26 ("Mexican Students, Including Commuters, Succeed at Texas Universities") asserts that Mexican students who commute to the University of Texas at El Paso are succeeding. The tragic reality is that the overwhelming majority are failing and dropping out due to the total inadequacy of intensive English-language services. The dropout rate is so high that for years the university administration has refused repeated requests to make it public.

I taught introductory courses in Spanish to Mexican commuter students. Unable to make the transition to courses in English, they pathetically took the same courses in Spanish over and over.

UTEP does not require its commuter students to pass the widely used Test of English as a Foreign Language before taking courses in English. Nor does it provide intensive English for students who live in Mexico and go to school in the United States. Mexican students along the 2,100-mile border from San Diego to Brownsville who opt to live at home and to study in the United States de-

SOMEWHERE IN FRANCE



'OMELETTE, MADAME, 'OMELETTE,' PROF  
GORMAN SUPPLICATES DELIRIOUSLY

THE CHRONICLE OF HIGHER EDUCATION

serve better than what is available in El Paso.

AARON SEGAL  
Professor of Political Science  
University of Texas at El Paso  
On Assignment, 1991-92,  
Florida International University  
University Park Campus  
Miami

## Anti-Israel bias in Palestinian article?

To the Editor:

The recent piece by Ellen K. Coughlin on the Palestinians ("As Perceptions of the Palestinian People Change. Study of Their History and Society Grows," February 19) provides such a thoughtless example of anti-Israel bias that I feel it necessary to write to protest its particular misreporting of history.

Coughlin states, speaking of attitudes to research on Palestinians: "Other researchers date the change to the Israeli invasion of Lebanon in 1982. The harsh treatment of the Palestinians during that engagement, and especially the massacre of hundreds at the refugee camps at Sabra and Shatila, provoked sympathy for them, scholars say, and created an opening for studies that looked at them in a more empathetic way."

Is not the commonsense interpretation of the above sentences that it was Israelis who massacred hundreds of Palestinians at the refugee camps? Would any reader ignorant of the events conclude that the massacres were in fact planned and carried out by Lebanese Arabs?

That the remainder of the article is relatively free of anti-Israel bias is just a reminder of how pervasive and unconscious assumptions about the Middle East tend to be. It is the combination of a lack of understanding of Israeli political stances (often related to ignorance of Middle East history), with implicit contempt for Arab behavior (they must always be held to a lower standard), that poisons so much of Western reporting on the Middle East.

NIGEL PANETH  
East Lansing, Mich.

## Altering public views of Western art

To the Editor:

In his letter criticizing the wall texts of the National Museum of Art's "The West as America" exhibition ("Revisionist" exhibition was overly didactic," Letters to the Editor, February 19), Charles A. Miller misses my point. In my Opinion piece ("Revisionism Has Transformed Art History, but Not Museums," January 22), I did indeed portray the exhibition as an example of "beleaguered revisionism." But I

also acknowledged that "The West as America" had its flaws. The real question is whether or not there is space in art museums for experimentation. Translating minimalist art-historical research into museum exhibitions is a tricky matter. There are no proven formulas. Curators will err and learn from their errors. They also need freedom to experiment.

"The West as America" was the first nationally visible exhibition to deal critically with representations of Native Americans and the imagery of Manifest Destiny. Inevitably it generated controversy. Yet judging from the comment books placed at the end of the exhibition, a majority of visitors welcomed this new perspective. One visitor wrote: "At last, we are attempting to write the real history of America—and her powerful mythic images." This visitor was typical of hundreds who understood both the exhibition's aims and the difficulty of realizing them.

Yet Professor Miller believes that the problem with "The West as America" was simply its wall text. Had the show been less didactic, he writes, it "would have provoked no controversy." Thus he implies that because of its ill-judged wall text, "The West as America" got what it deserved from neoconservative columnists and right-wing Senators.

Following Professor Miller's logic, museums ought to avoid controversy at all costs. Yet controversy is the lifeblood of democratic culture. He pointed out in my essay, we suffer because museums and corporate elites involved with sponsoring exhibitions "fear controversy and critical thought." In this regard, Professor Miller's letter reads as a plea for timidity in the face of neoconservative bluster.

Despite its problems, "The West as America" altered the way the public looks at Western art. The way sayers know that there is now no going back to Cowboys and Indians as usual, which probably explains their cries of pain and outrage as well as their continuing obsession with the exhibition's wall texts.

ALAN WALLACE  
Associate Professor of Art History  
and American Studies  
College of William and Mary  
Williamsburg, Va.

## Correction

In a letter to the editor in the February 19 issue of The Chronicle, "The Quarrel Over Feminist Philosophy Continues," Della Cohan Fighery was incorrectly identified. She is a graduate teaching fellow working on her Ph.D. in English at the University of Oregon.

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Issue Date	Closing Date
April 8	Monday, March 30, 2:00 p.m.
April 15	Monday, April 6, 2:00 p.m.
April 22	Monday, April 13, 2:00 p.m.
April 29	Monday, April 20, 2:00 p.m.
May 6	Monday, April 27, 2:00 p.m.
May 13	Monday, May 4, 2:00 p.m.
May 20	Monday, May 11, 2:00 p.m.
May 27	Monday, May 18, 2:00 p.m.

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Persons who plan to be in China during the summer of 1993 or 1994 and are interested in lecturing to international students in a 2,000-student military campus environment. Qualifications sought include earned doctorate, extensive teaching experience, administrative experience, superior communications skills and effective interpersonal skills. Military experience a plus. Position available June 15, 1993. Send resume and three references to: Academic Dean Search Committee, Georgia Military College, 201 East Greene Street, Marietta, Georgia 30067 or call (404) 494-0546.

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Accounting/Management Information Systems. The Ohio State University invites applications for two (2) positions: Assistant Professor or Professor to teach, conduct research in accounting and management information systems. Both require a Ph.D. in accounting, demonstrated capacity to conduct scholarly research, effective teaching skills, and commitment to service. Both salaries are negotiable. Send cover letter and resume to William E. Rouse, Chairperson, Faculty of Accounting and Management Information Systems, 1775 College Road, OSU, Columbus, Ohio 43210-1399. The Ohio State University is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

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**Kalgoorlie**  
**WESTERN AUSTRALIAN SCHOOL OF MINES**  
 Western Australia, as a major producer of gold, nickel, iron, aluminium, diamonds and mineral sands, is enjoying a continued expansion of its mineral industry which is adding significantly to the challenges presented to the staff of the School. The School is ideally located to educate and train mining industry professionals, and its staff also contributes to the industry through research and consultancy.

### Professor (Tenurable) MINERALS ENGINEERING AND EXTRACTIVE METALLURGY (Ref 1611)

Applications are invited for the position of Professor and Head, Department of Minerals Engineering and Extractive Metallurgy. The department offers programmes for Bachelors degrees in Minerals Engineering and Extractive Metallurgy, a Postgraduate Diploma in Extractive Metallurgy, and a coursework Masters degree in Extractive Metallurgy. Postgraduate students may obtain Masters and PhD degrees by research. Applied research in mineral processing and extractive metallurgy is a significant part of the role of the department, and this will increase through the participation of Curtin University in the recently established Co-operative Research Centre in Hydrometallurgy.

The appointee will be required to provide academic and professional leadership, effective liaison with industry, teach in areas of expertise and coordinate the academic and administrative function of the department in cooperation with the Director, and other departments of the University. Research areas include: Mining Engineering and Mining Geology, Mining Engineering and Mine Surveying. Preferred applicants will have strong academic and professional qualifications in an appropriate area with relevant experience in the mineral industry. Tertiary teaching and research experience is desirable. Administrative skills are essential.

**Salary range:** \$73,800-\$77,500 (Aus\$), with possible negotiation on allowances. **Tenurable Appointments:** provide for permanent academic tenure after three years' satisfactory service. It is University policy that the duties of Head of Department will be assigned for an initial period of three years, with eligibility for renewal. Should the assignment not be renewed, the appointee will assume the rank, salary and duties of Professor, according to the existing level of appointment. Curtin may appoint by invitation. Conditions for international overseas appointments include airfare and removal assistance. Appointees must provide names, addresses and telephone numbers of three referees should be submitted not later than April 10, 1992 to the Director, Human Resources, Curtin University of Technology, GPO Box U1987, Perth WA 6001. Telephone enquiries to the Director of the Western Australian School of Mines, Professor D. J. W. Lamare, Spotswood, (61 8) 0 22 01 01, fax: (61 8) 0 21 40 41. For conditions of employment, telephone (61 8) 351 7064.

CURTIN IS AN EQUAL OPPORTUNITY EMPLOYER AND PROVIDES A NON-SMOKING WORK ENVIRONMENT.

## NEW ZEALAND UNIVERSITY OF CANTERBURY SENIOR LECTURER OR LECTURER IN POLITICAL SCIENCE

Applications are invited for a position, as above, in the Department of Political Science. The successful candidate will be expected to teach and conduct research in the area of New Zealand politics. The duties of the new appointee will include teaching in the basic first and/or second year course work of the Department.

Enquiries of an academic nature may be directed to: Dr. J. W. Lamare, Head of Department, Fax 64 3 642 007.

The salary for Senior Lecturers is on a scale from NZ\$52,000 to NZ\$60,944 (Aus\$), and range from NZ\$43,222 to NZ\$47,080 per annum and for Lecturers is on a scale from NZ\$37,440 to NZ\$45,448 (Aus\$), and from NZ\$46,900 to NZ\$49,088 per annum.

Applications close on 29 May 1992.

Further particulars and Conditions of Appointment may be obtained from the undersigned. Applications, quoting Position No. P011, must be addressed to: A. W. Hayward, Registrar, University of Canterbury, Private Bag, Christchurch, New Zealand.

The University has a policy of equality of opportunity in employment.

Applicants should send:

1. Curriculum vitae

2. Three referees

3. A letter of application

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## FULL PROFESSOR OF INFORMATION SECURITY (Tenurable)

Queensland University of Technology is one of Australia's newest and largest universities with 23,000 students. The Faculty of Information Technology comprises the School of Computing Science, the School of Information Systems and the Information Security Research Centre (ISRC). The ISRC was established in 1988 in response to escalating concern regarding the security of complex computer and communication systems. The Centre has since earned international respect for its development of information security research and education. It provides postgraduate training, educational courses and professional consulting services in the information security area.

Women are under-represented at QUT at this level; therefore, suitably qualified women are encouraged to apply.

**QUALIFICATIONS/SKILLS:** Applicants should meet the university criteria for appointment as professor. Applicants should have a proven record of research and/or development activities in information security. This could be demonstrated by publications, leadership of research and development teams, and gaining research and development funding.

**CONDITIONS:** Permanent appointment is available at the level of Professor—\$85,544 (Aus\$173,800 p.a.). Conditions include subsidised superannuation, relocation assistance, professional experience leave and study assistance. New professors at QUT will be eligible for a \$US18,762 (Aus\$26,000) grant to use on work-related projects.

**FURTHER INFORMATION:** Duty statement and selection criteria for the position and information on the University is available from QUT's Personnel Department, telephone 61 7 864 3745, facsimile 61 7 864 3888 or e-mail k.fox@qut.edu.au. For further information on the position contact Professor Dennis Longley, Dean, Faculty of Information Technology on 61 7 864 2781 or facsimile 61 7 864 1507.

**APPLICATIONS:** Applications and envelopes should quote 155/92 and include evidence of academic qualifications and experience plus the names, addresses, telephone and facsimile numbers of five professional referees. Applications should address the selection criteria and research the Personnel Director, QUT, Locked Bag No. 2, Red Hill, Queensland 4068, Australia, by 17 April 1992. Smoking is not permitted in QUT buildings.

An Equal Opportunity Employer

## UNIVERSITY COLLEGE DUBLIN

Applications are invited by the Governing Body of the College for the following full-time statutory post:

### PROFESSORSHIP OF MUSIC (Ref: 32/92)

Prior to application, further information (including application procedure) may be obtained from the Personnel Officer, University College Dublin, Belfield, Dublin 4 (quoting above reference). Telephone enquiries (+353-1) 2693244 exts. 1412/1553. FAX (+353-1) 2694409.

The closing date for receipt of completed applications is **Thursday, 28 May 1992**

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## Professorial Position Petroleum Geology

### NATIONAL KEY CENTRE FOR TEACHING AND RESEARCH IN RESOURCE EXPLORATION (Ref 1612)

Applications are invited from suitably qualified women and men for a professorial level appointment in Petroleum Geology. This position is for an initial period of three years with the possibility of a further period of appointment. Applicants should have relevant postgraduate qualifications, an established record of achievement in petroleum geology and wide practical experience in the petroleum industry or an appropriate academic institution.

The appointee will be expected to provide leadership and direction in the development of the Key Centre and to make a substantial contribution to research courses in petroleum geology in the School of Applied Geology. The appointee will also promote active co-operation in teaching and research with industry and Government.

In 1985 this institution was designated as one of seven National Key Centres for Teaching and Research. The Key Centre for Resource Exploration is a leading operation between Geoscience Departments at Curtin, Bentley and Edith Campuses and research and development units in Exploration Science, Geology, Petroleum Geology, Geophysics, Seismic Technology and Petroleum Geology. The principal aims of the Key Centre are: to improve teaching and research standards in resource exploration; to help higher education respond to research for expertise, particularly in areas relevant to national development, and to promote co-operation between higher education and industry.

Within the context of the objectives of the Key Centre strong emphasis has been placed on the development of petroleum exploration as an area of national importance. The State Government and industry provided funding support for the initiative.

#### General Information

**Salary range:** \$73,800 - \$77,500 (Aus\$) pa. **Limited Term Appointments:** are available initially for one to three years; appointments for a further two years may follow. **Conditions for an international overseas appointment:** include travel and relocation assistance. The University may appoint by invitation. **Applications, including the names, telephone/fax numbers and addresses of three referees by 10 April 1992 to the Director, Human Resources, Curtin University of Technology, GPO Box U1987, Perth WA 6001. Telephone enquiries to the Director of the Western Australian School of Mines, Professor D. J. W. Lamare, Spotswood, (61 8) 0 22 01 01, fax: (61 8) 0 21 40 41. For conditions of employment, telephone (61 8) 351 7064.**

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## HORRY-GEORGETOWN TECHNICAL COLLEGE FACULTY POSITIONS

The College is a two-year community/technical college located 10 miles from Myrtle Beach, South Carolina, the center of South Carolina's "Grand Strand". The College is fully accredited by the Southern Association of Colleges and Schools (SACS), offering 34 programs on its two campuses. The College has a long history of excellence in education and is a proud member of the Association of Colleges of Applied Arts and Technology (AACAT). The College has a full-time faculty and staff of 170.

Horry-Georgetown Technical College invites qualified applicants to apply for the following positions:

**DEPARTMENT HEAD/INSTRUCTOR, CIVIL ENGINEERING TECHNOLOGY:** Minimum qualifications are a Bachelor's Degree in Civil Engineering with professional engineering license plus three years' related work experience or a Master's Degree in Civil Engineering with three years' related work experience. Applications and/or resumes will be accepted until April 17, 1992.

**INSTRUCTOR, GOLF COURSE MANAGEMENT:** Minimum qualifications are a Bachelor's Degree in Agronomy or related area with three years' work-related experience. Master's Degree preferred. Ph.D. degree desirable. Position open until filled.

**INSTRUCTOR, COMPUTER TECHNOLOGY:** Minimum qualifications are a Bachelor's Degree in Computer Science with three years' work-related/teaching experience. Master's Degree preferred. Applications and/or resumes will be accepted until April 17, 1992.

**INSTRUCTOR, ASSOCIATE DEGREE NURSING:** Minimum qualifications are a Master's Degree in Nursing with a concentration in Adult Nursing plus one year's professional nursing experience and hold a current license to practice nursing in South Carolina. Position open until filled.

**INSTRUCTOR, MATH:** Minimum qualifications are a Master's Degree in Math or a Master's Degree with 18 graduate semester hours in Math. Applications and/or resumes will be accepted until April 17, 1992.

**SOILS LAB TECHNICIAN:** Applicants should possess an associate degree in agronomy, soils science, chemistry or related area. Bachelor's degree preferred. Applicants with experience in soils lab procedures will be given preference. Position open until filled.

All positions will be available August 17, 1992, and salaries are commensurate with education and experience. Submit letter of application, resume, and copies of transcripts to: Personnel Office, Horry-Georgetown Technical College, Post Office Box 1966, Conway, South Carolina 29526. EOE/AA.

Horry-Georgetown Technical College is an Equal Opportunity Employer.

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## FACULTY POSITIONS ROBERT MORRIS COLLEGE Pittsburgh, Pennsylvania

The following faculty positions are anticipated for September, 1992:

### ACCOUNTING (Assistant/Associate Professor)

- Teaching competence in financial accounting.
- C.P.A. and recent relevant experience preferred.

### COMMUNICATIONS (Assistant/Associate Professor - 2 positions)

- Generalists to teach in two or more areas; basic writing, reading, literature, advertising, public relations, professional writing.
- Coursework in rhetoric or linguistics desired.

### FINANCE (Assistant/Associate Professor - 2 positions)

- Teaching competence in two or more areas including: corporate finance, financial institutions, portfolio management, investment analysis, financial forecasting, international finance, speculative markets.
- Practical experience would be an advantage.

### MANAGEMENT (Assistant/Associate Professor)

- Ability to teach business policy, labor-management relations, human resources management.

### MARKETING (Assistant/Associate Professor)

- Emphasis in international marketing and ability to teach related marketing courses.

### SPORT MANAGEMENT (Assistant Professor)

- Experience in the sport/recreation industry including but not limited to: facility management, programming, media relations, sport economics and finance, sport law.

Successful candidates should have:

- Earned doctorate.
- Commitment to excellence in undergraduate and graduate teaching.

Evidence of interest and ability to participate in scholarly activities and community/professional activities.

Robert Morris is an independent educational institution that has experienced rapid growth over the last two decades and is now in a dynamic development phase. The College serves nearly 5500 degree-seeking students in two locations: a 230-acre residential campus near the Greater Pittsburgh International Airport, and a center in the heart of downtown Pittsburgh.

Pittsburgh is one of the most livable cities in the United States and has a diversified economy that centers around high technology, education, research, and medical services. Recreational and cultural amenities in the community are outstanding.

Founded in 1921, Robert Morris College is a focused business institution offering undergraduate and graduate degrees in business administration and selective bachelors of arts degrees in English and communication.

All interested applicants should apply to the:

Director of Human Resources  
 Narrows Run Road  
 Coraopolis, PA 15108



All inquiries will be held in strict confidence and applications will be accepted until the position is filled. Robert Morris College is an Equal Opportunity Employer.

Bacteriology and general biology, Ph.D. required. Must have a strong background in microbiology and general biology. Teaching experience is preferred. Successful candidate will share teaching responsibilities in the introductory courses and will be expected to teach comparative anatomy and embryology. Deadline: April 17, 1992. Send letter, resume, official transcripts, and three letters of reference to: Mr. John T. Toulson, Chairman, Biology Department, Aquinas College, Grand Rapids, Michigan 49506. An equal opportunity employer.

Biology/Biochemistry: Charleston Southern University invites applications for an Assistant/Associate Professor in Biology/Biochemistry. Position available August 1, 1992. Candidates must have a Ph.D. in Biology or Biochemistry with teaching experience in both fields. Teaching responsibilities will include lectures, molecular biology, physiology, biochemistry and basic chemistry. The position is expected to be a two-thirds Biology and one-third Chemistry appointment. Charleston Southern University is an Equal Opportunity Employer. Send letter of application, resume, and three letters of reference to: Dr. J. H. Taylor, Dean, Department of Biology, Drawer N, Hixson-Stinson University, Charleston, West Virginia 25309-1000. Fax: 800-357-1936.

Biology/Biochemistry: Charleston Southern University invites applications for an Assistant/Associate Professor in Biology/Biochemistry. Position available August 1, 1992. Candidates must have a Ph.D. in Biology or Biochemistry with teaching experience in both fields. Teaching responsibilities will include lectures, molecular biology, physiology, biochemistry and basic chemistry. The position is























**1992-1993 A Century of Nursing Leadership**

**COLUMBIA UNIVERSITY • SCHOOL OF NURSING**  
**DOCTORAL AND CLINICAL FACULTY POSITIONS**

Columbia University School of Nursing seeks doctorate level faculty to teach track lines beginning academic year 1992-93. Clinical research focus preferred. Rank commensurate with scholarly productivity.

Clinical faculty positions also available beginning academic year 1992-93 in primary care, critical care, obstetrics, and pediatrics. Master's degree and certification as a clinical specialist/nurse practitioner required. Rank commensurate with scholarly productivity.

Columbia nursing school offers an accelerated entry to practice program for college graduates, advanced practice programs in ten clinical specialties, and is developing a D.N.Sc. Program in Clinical Research/Health Policy. Collaborative teaching, research, and practice are options for nursing faculty with the Columbia School of Public Health and the College of Physicians and Surgeons. Send letter of interest and c.v. to:

Mary O. Mundinger, R.N., Dr.P.H., F.A.A.N.  
Dean and Professor  
Columbia University School of Nursing  
630 West 168th Street  
New York, NY 10032

*Columbia University takes affirmative action in hiring and promotion. Equal opportunity.*

### Full-Time Faculty Position Available

The Graduate School of Journalism and International Area Studies at the University of California, Berkeley, is seeking a full-time journalism faculty member whose specialty is international journalism with a focus on Asia. The appointment is not tenured with the prospect of tenure in the future.

The quality of an applicant's professional work will be given substantial weight as will scholarly achievement. Previous university teaching is an asset, since the appointee will be required to teach both graduate and undergraduate students.

The appointee is expected to continue to publish, either as a journalist or as a scholarly researcher in this area. The faculty member would also be expected to participate in student advising, faculty governance and other responsibilities of the School, the University and the journalism profession.

The appointee will be required to oversee and develop the joint master's program in Journalism and Asian Studies. The appointee will be expected to plan and administer research programs and conferences on line national journalism.

Applications should be mailed before April 30, 1992. Appointment will take effect July 1, 1992 or soon thereafter.

Apply with resume, including the names of at least three references, to:

Tom Goldstein  
Dean, Graduate School of Journalism  
121 North Gate Hall  
University of California  
Berkeley, CA 94720

The University of California is an Equal Opportunity,  
Affirmative Action Employer.

### ANTICIPATED FACULTY POSITIONS McHENRY COUNTY COLLEGE

MCC, a two-year community college in northern Illinois, is searching for individuals to fill the following anticipated 9-month tenure track faculty positions and teach lower division courses in the following disciplines:

**Psychology**  
Master's in Psychology required.

**Mathematics**  
Master's in Math, Math Education or Science with 15 graduate hours in Math or Master's with coursework equivalent to one of the above degrees.

A record of successful teaching experience at the community college level preferred for all positions. Employment date August 21, 1992. Submit letter of application, resume, transcripts and names, addresses and phone numbers of three references to:

Nancy Loomis, Personnel Director  
McHenry County College  
8900 U.S. Highway 14  
Crystal Lake, IL 60012-2761  
Application deadline April 17, 1992  
EOE M/F

**Health Services Administration** Graduate Coordinator, Assistant in generalizing funding from federal, state, foundation and corporate sources. Direct and implement grant applications; assist faculty in improving grant applications; assist faculty in improving grant writing skills; and certify grant applications and contract agreements. Requires Doctoral degree or equivalent experience. Master's optional. Requires familiarity with community college philosophy and process experience with grants and contracts administration and preparation. Must have understanding of relevant federal regulations, technical writing skills, contract negotiation and grant administration. Open until filled; deadline for applications April 1, 1992. Send inquiries to: Human Resources, Career College, 2000 West Drive, Casper, Wyoming 82601. EEO/AAE.

**Health Behavior: Assistant/Associate Professor of Health Behavior.** Degree required; research and teaching experience in health behavior and its application to health promotion, disease prevention, and health care delivery. Research interests in research projects. Responsible teaching load commensurate with research. Doctorate and experience in health related field required. Background in social science theories and their application to health promotion, disease prevention, and health care delivery. Strong record of university research, teaching, and service. Demonstrated ability to work across disciplines. Starting date: 21 August 1992. Send a letter of application, vita, and names and telephone numbers of three references to Professor D. Stone, Chair of Health Behavior

### CLEARWATER COMMUNITY COLLEGE REGION

(with colleges located in Brainerd, Fergus Falls, and Thiet River Falls, MN) has the following openings:

**Brainerd Community College:** Full-Time Unlimited: Earth Science, Sociology and Mathematics; full-time temporary positions for one year in Counseling and Business Administration/Accounting. Contact Carol Blumens, Personnel; 501 West College Drive, Brainerd, Minnesota 56401; 218/828-2643.

**Fergus Falls Community College:** Full-Time Unlimited faculty positions in English and Business. Contact Joanne Houge, Personnel; 1414 College Way, Fergus Falls, Minnesota 56537; 218/779-7502.

**Northland Community College:** A.D. Nursing Director. Contact Becky Holthaus, Personnel; Hwy. 1 East Thiet River Falls, Minnesota 56701; 218/681-1144.

Letter of application, official college and graduate school transcripts, and current resume are required. Candidates may support their application with additional materials if desired. Nominations and applications will be accepted until the position is filled. Since the search committee will begin reviewing applicants' materials in mid-April, 1992, submissions are especially encouraged prior to that time. AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER.

### Genius-Level Physics, Chemistry, or Biology Instructors

Are you a recent science master's or Ph.D. graduate with strong teaching or T.A. experience in undergraduate science courses?

Have you incredible teaching ability and a superior interest in your specialty? If so, you may be interested in Hyperlearning. We are an educational services company adjacent to the campuses of U.C. San Diego, U.C. Irvine, and U.C. Los Angeles. A private, for-profit alternative to conventional career opportunities in education, we offer:

- A position of key responsibility with management potential in an expanding educational services company located near major universities.
- The opportunity to work with a team of equally talented and dedicated educators committed to full-time curricular innovation, including C.A.L. Multimedia.
- Freedom to teach and continually modify your courses in the manner that you see fit.
- The satisfaction of teaching U.C.- caliber students with minimal grading duties in personalized classes of 24 students or less.
- A starting salary \$15-\$25K/annum, plus performance bonuses that immediately reward your outstanding teaching abilities. You can be earning a base salary of close to \$10K/yr within two years of employment in our organization.

We believe no other career educational opportunity today has the potential to provide as much satisfaction and reward to the truly gifted sciences instructor. If qualified, please call us at 1-800-843-4973, (Mon-Thurs, P.S.T. for interdistrict).

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### Professorship of Economics

Applications are invited for the Professorship of Economics in the Department of Economics. The appointment will be made from 1 October 1992 or as soon as possible thereafter.

Candidates should have an established reputation in Economics and a strong commitment to research leadership. Applications will be welcome from economists specializing in any core area of the subject.

Further information may be obtained from the Registrar, Room 212, Whiteknights House, University, Whiteknights, Reading RG6 2AH (Telephone: 0734-318045).

Information enquiries may be made to Professor Casson on Tel. No. 0734 318227.

The closing date for applications is Monday 13, April 1992.

**Health Services Administration** Graduate Coordinator, Assistant in generalizing funding from federal, state, foundation and corporate sources. Direct and implement grant applications; assist faculty in improving grant applications; assist faculty in improving grant writing skills; and certify grant applications and contract agreements. Requires Doctoral degree or equivalent experience. Master's optional. Requires familiarity with community college philosophy and process experience with grants and contracts administration and preparation. Must have understanding of relevant federal regulations, technical writing skills, contract negotiation and grant administration. Open until filled; deadline for applications April 1, 1992. Send inquiries to: Human Resources, Career College, 2000 West Drive, Casper, Wyoming 82601. EEO/AAE.

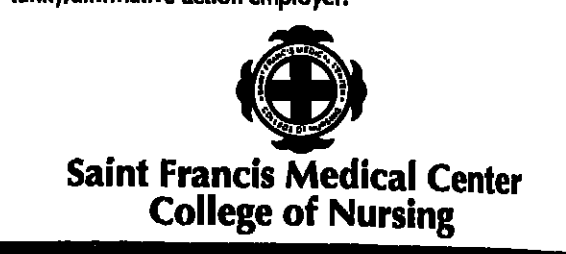
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### NURSING FACULTY

Two full-time faculty positions in BSN program, one in Community Health available August 1992, one in Medical-Surgical available January 1993. MSN required; doctorate preferred. Two years clinical nursing experience and eligibility for licensure in IL required. Baccalaureate teaching experience preferred. Ten month appointment. Salary/rank commensurate with education and experience.

**Saint Francis Medical Center College of Nursing** is a small, specialized college located on the campus of a large medical center in north central Illinois. Send letter of application and vita to: Patricia Stockert, Chair, Faculty Selection Committee, 211 Greenleaf Street, Peoria, Illinois 61603. An equal opportunity/affirmative action employer.



### WESTERN WASHINGTON UNIVERSITY Woodring College of Education

#### DEPARTMENT OF EDUCATIONAL CURRICULUM & INSTRUCTION

Special Education: Vacating faculty position beginning September, 1992. One year, possibly renewable for a second year, non-tenure track replacement for faculty member on assignment. This is a nine month teaching position with the possibility of summer employment. Teaching load will be three courses per quarter, some of which will be master's level. Depending on the successful applicant's expertise, the teaching assignment may include courses in Behavior Management, Curriculum Development, Communication Skills for Special Educators, Students at Risk, Evaluation and Delivery of Instruction, or other core special education content. Ph.D. preferred.

To apply, send letter of application, vita, transcripts, and three current letters of recommendation to:

Dr. Kenneth Howell, Chair, Search Committee  
Educational Curriculum and Instruction  
Woodring College of Education  
Western Washington University  
Bellingham, WA 98225-9090  
Screening will begin April 8, 1992.

Western Washington University is committed to enhancing the diversity of its faculty, staff, and students and to providing a supportive environment for all. Western is an Affirmative Action, Equal Opportunity Employer.

### CASTLETON STATE COLLEGE Business Administration Faculty Vacancy

Full-time tenure-track position, effective start of 1992-1993 academic year. In Department of Business Administration. Rank and salary based on degrees and experience as established by a negotiated salary schedule. Responsibilities may include teaching courses in Principles of Marketing, Principles of Management, Case Studies in Management, and Principles of Computer-Based Business Applications. Qualifications: The successful applicant will be a dynamic educator holding a two-year MBA, business experience preferred; master's degree in Business Administration, or equivalent, with a minimum of three years of teaching experience in a business school setting. The candidate should be able to work effectively with colleagues and students and contribute to the vitality and growth of the Department. Review of applications will begin on March 30, 1992, and will continue until position is filled. Send letter of application, copy of transcripts, and names, addresses, and telephone numbers of three references to: Dr. Joseph T. Mark, Academic Dean, Castleton State College, Castleton, VT 05735.

Castleton State College is an Equal Opportunity,  
Affirmative Action Employer.

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### St. John's University New York DEPARTMENT OF THEOLOGY AND RELIGIOUS STUDIES

St. John's University seeks to fill a tenure track position beginning September 1992 in the area of theology with a specialization in business ethics. We are looking for the optimum combination of the following strengths: a record of publication, demonstrated teaching excellence, a strong background in Catholic social teaching and a commitment to foster a deep social consciousness in the context of the academic mission and Catholicism. The candidate will have a terminal degree in theology and appropriate academic/experimental background in the business field. Rank and salary will be commensurate with credentials. St. John's is a Vincentian sponsored Roman Catholic institution of more than 19,000 students. Priority will be given to applications received prior to April 15. Interviews will begin immediately. Send Vita and reference to:

Rev. John Freund, C.M.  
Department of Theology  
and Religious Studies  
St. John's University  
Jamaica, New York 11439.

St. John's is an equal opportunity employer.

### Iane Community College Eugene, Oregon

#### MUSIC INSTRUCTOR

Minimum Qualifications: Master's degree in music or music education. Two years' successful, full-time teaching music in a secondary school or college setting; strong competence; substantial performance experience in orchestra or small ensemble. Primary Assignment: directing and developing orchestra. Deadline date: April 2, 1992.

For application, job description and further information please contact:

Personnel Services  
Lane Community College  
4000 E. 30th Avenue  
Eugene, OR 97405  
(503) 726-2221

LCC application must be postmarked by deadline date. A resume may be submitted, but cannot take the place of the application form.

Lane Community College and its Performing Arts Department are committed to building a culturally diverse staff and student body.

An Affirmative Action, Equal Opportunity Institution

### SEARCH RESUMED Assistant Professor of Education

Skidmore College, a four-year, coeducational liberal arts college, located in Saratoga Springs, NY, invites applications for the following faculty position:

**Elementary Education** tenure track appointment. Responsibilities include teaching curriculum and instruction courses and directing the student teaching program. Applicants should have an earned doctoral degree, liberal arts background and public school experience, K-6. Duties to begin Fall, 1992. Review of applications begins April 8, 1992.

Send letter of application, curriculum vitae, copies of selected publications or work in progress, and three letters of reference to: Dr. Beverly J. Becker, Chair, Department of Education, Skidmore College, Saratoga Springs, New York 12866.

Skidmore College is an affirmative action/equal opportunity employer and educator. Minorities are encouraged to apply.



**Health Services Administration** Graduate Coordinator, Assistant in generalizing funding from federal, state, foundation and corporate sources. Direct and implement grant applications; assist faculty in improving grant applications; assist faculty in improving grant writing skills; and certify grant applications and contract agreements. Requires Doctoral degree or equivalent experience. Master's optional. Requires familiarity with community college philosophy and process experience with grants and contracts administration and preparation. Must have understanding of relevant federal regulations, technical writing skills, contract negotiation and grant administration. Open until filled; deadline for applications April 1, 1992. Send inquiries to: Human Resources, Career College, 2000 West Drive, Casper, Wyoming 82601. EEO/AAE.

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### SENIOR LEVEL POSITION IN SCIENCE EDUCATION University of Northern Iowa

The University of Northern Iowa expects to fill a senior level, tenured position beginning in the fall of 1992, or as early thereafter as possible. This position is contingent on state appropriations. The successful candidate will have an earned doctorate in science education or in one of the science disciplines and will have a demonstrated record of scholarly activity, successful grant writing activity, and excellence in teaching science education courses at the undergraduate and graduate level. The candidate will be expected to have an academic record in science education which would warrant an appointment as a full professor in one of the science departments. Candidates who have had teaching experience at the elementary or secondary level and have demonstrated their ability to work with K-12 teachers are preferred. The person selected will add strength to an established program in science education known for its outstanding teaching and preparation for and nationally and internationally recognized curriculum projects. The successful candidate will be expected to teach courses in science education and to pursue an aggressive role in seeking external funding. Salary will be competitive. Send letter of application, curriculum vitae, and the names, addresses and telephone numbers of four persons who may be contacted for reference to: Robert T. Ward, Chair of Science Education Search Committee, College of Education, University of Northern Iowa, Cedar Falls, Iowa 50614-0181 (tel. 319-273-2585, FAX 319-273-2893). Review of applications will begin on May 1, 1992, and continue until an appointment is made. The University of Northern Iowa is an affirmative action, equal opportunity employer. Minorities, women, persons, veterans, and disabled persons are encouraged to apply.

Rex Thompson  
Chair, Science Search Committee  
1400 L. Cox School of Business  
Southern Methodist University  
Dallas, Texas 75275-0331

Southern Methodist University is an Equal Opportunity,  
Affirmative Action, Title IX Employer

### Faculty Positions

Worcester State College, a 4-year publicly supported, coeducational multi-purpose institution, is accepting applications for the full time faculty positions to teach graduate and undergraduate courses, advise students and serve on college committees. Positions are tenure track appointments unless otherwise stated below. Salary commensurate with experience. Starting date: September 1, 1992. Assistant Professor, doctorate degree in the field of study is preferred. In the field with a doctorate in Education or a related field: ABD will be considered.

**OCCUPATIONAL THERAPY:** Assistant Professor, Registered Occupational Therapist eligible for Mass. Licensure.

**NURSING:** Assistant Professor (3 positions): Clinical specialties in Medical-Surgical Nursing, Psychiatric Nursing and Pediatric Nursing.

**COMMUNICATION DISORDERS:** Assistant Professor, CCC-SLP, eligible for Mass. Licensure. One year terminal appointment.

Letter of interest and resume must be received no later than 5:00 p.m., April 24, 1992, by Director of Personnel and Affirmative Action, Worcester State College, Worcester, MA 01602-2597.

An Affirmative Action, Equal Opportunity Employer complying with Title IX of Federal Laws and Rehabilitation Act of 1973.

### Catawba College Salisbury, North Carolina 28144-2488

#### ACCOUNTING PROFESSOR

Tenure track position available in Accounting at the Assistant or Associate Professor level beginning fall, 1992. Ph.D. desired but individuals with Master's Degree, CPA, and practical experience will be considered. Demonstrated competency in teaching, an interest in professional activities, and some interest in research are also desirable. Primary areas of teaching will involve managerial and governmental or tax. Catawba College is a Liberal Arts institution located in Salisbury, NC, 40 miles north of Charlotte. The Ketter School of Business is housed in a new \$4-1/2 million building with up-to-date computer and classroom facilities. Applicants with a relevant teaching experience should be sent to: Dr. Judith H. Terrell, Dean, Ketter School of Business, Catawba College, Salisbury, NC 28144. Application deadline: March 31, 1992, or until filled. An equal opportunity, affirmative action employer.

**Health Services Administration** Graduate Coordinator, Assistant in generalizing funding from federal, state, foundation and corporate sources. Direct and implement grant applications; assist faculty in improving grant applications; assist faculty in improving grant writing skills; and certify grant applications and contract agreements. Requires Doctoral degree or equivalent experience. Master's optional. Requires familiarity with community college philosophy and process experience with grants and contracts administration and preparation. Must have understanding of relevant federal regulations, technical writing skills, contract negotiation and grant administration. Open until filled; deadline for applications April 1, 1992. Send inquiries to: Human Resources, Career College, 2000 West Drive, Casper, Wyoming 82601. EEO/AAE.

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### MAGUIRE CHAIR FOR OIL & GAS MANAGEMENT Edwin L. Cox School of Business

#### SOUTHERN METHODIST UNIVERSITY

The Cox School at Southern Methodist University is pleased to announce the availability of the Maguire Chair of Oil and Gas Management. The purpose of the chair is to augment activities associated with oil, gas, and energy issues, both national and international.

The position is available immediately for qualified candidates. Candidates for the position should have a Ph.D. or other terminal degree in business, economics, public policy or related areas with a record of excellence in research, teaching effectiveness, industry and/or public policy. The Maguire Professor will also have the opportunity to participate in the Maguire Oil and Gas Institute within the Cox School.

Southern Methodist University is located in Dallas, Texas, and enjoys close educational and research relations with many firms throughout the region. The position offers an attractive combination of teaching load, competitive salary, and research opportunities. Salary is commensurate with quality of experience.

Nominations or applications for this position should be received by May 15, 1992, and should be addressed to:

Rex Thompson  
Chair, Maguire Search Committee  
1400 L. Cox School of Business  
Southern Methodist University  
Dallas, Texas 75275-0331

Southern Methodist University is an Equal Opportunity,  
Affirmative Action, Title IX Employer

### Special Education

Tarleton State University is seeking applications for an Assistant/Associate Professor in Special Education. Starting date: June 2, 1992 (August 24, 1992 starting date may be negotiated). Candidates must have an earned master's degree in special education; preference will be given to those with an advanced degree in special education and an exemplary record of scholarship and service. Three years of teaching experience in special education classes is required; additional experience in mainstream classes is preferred. Administrative experience in special education or another educational setting is preferred. Research interests include: (1) providing leadership for the special education component of an alternative teacher certification program; (2) teaching special education classes and supervising internships; (3) recruiting and evaluating applicants for the alternative certification program; (4) communicating with area schools; and (5) conducting program evaluations. Review of applications will begin April 15, 1992, and will continue the position is filled. Tarleton State University, a part of the Texas A & M University system, is an EOE/AA employer. Applications from women, minorities and underrepresented groups are encouraged. Send applications to: Dr. Mary Liberton, Director, Tarleton Model for Accelerated Teacher Education, Department of Education and Psychology, Tarleton State University, Stephenville, TX 76402. Applications must include copies of graduate transcripts, vita, and a list of references with current phone numbers.



### DEPARTMENT OF MATHEMATICS AND STATISTICS

#### Assistant Professor

Tenure-track position at Assistant Professor level beginning September 1992 or January 1993. Our search will continue until the position is filled. Fields should complement departmental strengths in algebraic groups, algebraic geometry, complex manifolds, continuum mechanics, differential equations, differential geometry, lattice theory, number theory, numerical/computational mathematics, probability, topological groups and statistics. Preference given to applicants with both a strong research potential and excellent teaching skills. Salary commensurate with qualifications and experience. Send vita, publication list, evidence of excellence in teaching and three letters of recommendation to: David R. Hayes, Head, Department of Mathematics and Statistics, University of Massachusetts, Amherst, MA 01003. Should be received no later than April 7, 1992. An Affirmative Action/Equal Opportunity Employer.

**Health Services Administration** Graduate Coordinator, Assistant in generalizing funding from federal, state, foundation and corporate sources. Direct and implement grant applications; assist faculty in improving grant applications; assist faculty in improving grant writing skills; and certify grant applications and contract agreements. Requires Doctoral degree or equivalent experience. Master's optional. Requires familiarity with community college philosophy and process experience with grants and contracts administration and preparation. Must have understanding of relevant federal regulations, technical writing skills, contract negotiation and grant administration. Open until filled; deadline for applications April 1, 1992. Send inquiries to: Human Resources, Career College, 2000 West Drive, Casper, Wyoming 82601. EEO/AAE.

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An update from Washington on what's happening in Congress and in the federal agencies that's likely to affect colleges and the people who work in Academia —

every week in The Chronicle.







**every week in The Chronicle.**







## THE UNIVERSITY OF TEXAS PAN AMERICAN LIBRARY DIRECTOR

**THE POSITION**  
The University of Texas-Pan American is seeking a Director of the Library, who will be responsible for the overall management of library planning, administration, services, collections, the budget, the staff and public relations. The Director must be a highly motivated individual with a minimum of five years of progressively responsible administrative experience in a library setting. The Director must have a strong background in the management of a large library system and be able to work effectively with the faculty and the community. Applications and nominations are invited for this position.

**REQUIREMENTS**  
Applicants must hold a Master's degree in library science from an ALA-accredited library school. An additional earned degree in library science or information science is preferred. A minimum of five years of progressively responsible administrative experience is required, preferably in an academic library. Applicants must demonstrate a command of the English language in written and oral communication and an appreciation of diverse cultures. A working knowledge of the Spanish language is desirable.

**QUALIFICATIONS**  
The successful candidate must be able to:  
• Exercise innovative, creative and energetic leadership in building a library which integrates library services and resources with expanding educational and graduate programs.  
• Stimulate, develop and evaluate a staff of professional and clerical employees.  
• Communicate and work effectively with administrators, the faculty, students and other constituencies which utilize the library's resources and services.  
• Identify priorities and goals through an ongoing planning process.  
• Mobilize resources to provide effective programs, services and facilities.  
• Incorporate technological advances in library operations and functions.

**THE UNIVERSITY**  
Founded in 1927, The University of Texas-Pan American is a state-supported, comprehensive university with an enrollment of almost 13,000 students and over 140 full-time faculty. The 200-acre campus is located in Edinburg, the gateway to the south-eastern Lower Rio Grande Valley at the southern tip of Texas. UT Pan American offers associate, baccalaureate and master's degrees through the College of Arts and Sciences, the School of Education, the School of Business Administration and the Division of Health-Related Professions. The newest component of the University of Texas System, the university will soon offer its first doctoral program. Edinburg is located 60 miles from Brownsville, 75 miles from south Padre Island and 20 miles from the Mexican city of Reynosa.

**LIBRARY**  
The University of Texas-Pan American Library contains almost 250,000 volumes and over 1,750,000 other items. It is served by 12 librarians, 29 support staff and 67 part-time student assistants. The library uses the DRA online system.

The position is a twelve-month, non-tenured administrative position available September 1, 1992. Salary is commensurate with experience, education and experience. Review of applications will begin on April 15 and continue until the position is filled. Applications and nominations should be directed to:

Mr. Antonio Villalobos, Director  
University Personnel Office  
The University of Texas-Pan American  
1201 West University Drive  
Edinburg, Texas 78539-2999

Applicants should include a current and complete resume, a thoughtful letter discussing the applicant's qualifications in reference to the list of qualifications provided above, and three letters of recommendation. Women and minorities are strongly encouraged to apply.

An affirmative action, equal opportunity employer.

**Library Services Librarian, Portland State University Library, Portland, Oregon.** The University of Oregon is seeking a full-time, non-tenured, non-academic position. The position is responsible for the management of the library's collection, including acquisition, processing, circulation, and reference services. The position is also responsible for the management of the library's budget and for the supervision of library staff. The position is located in the University of Oregon Library, 1000 NE Oregon Street, Portland, Oregon 97231-3111. The position is available for September 1, 1992. The position is a full-time, non-tenured, non-academic position. The position is located in the University of Oregon Library, 1000 NE Oregon Street, Portland, Oregon 97231-3111. The position is available for September 1, 1992. The position is a full-time, non-tenured, non-academic position.

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## Georgetown University Law Center ASSISTANT/ASSOCIATE DIRECTOR OF ADMISSIONS

Georgetown University Law Center seeks two Assistant/Associate Directors of Admissions to participate in all aspects of our successful Admissions program. Located just a few blocks from the U.S. Capitol, the Law Center attracts an extremely varied pool of applicants. Our community is both culturally and racially diverse with substantial evening and graduate divisions.

These positions require excellent communication skills: public speaking, interpersonal and writing. Responsibilities include participating in applicant review for both J.D. and LL.M. programs, meeting with applicants, and assisting with overall management of admissions office, extensive recruitment travel. Qualifications: J.D. degree required. Law School admissions experience preferred.

Salary commensurate with experience. Competitive benefit package. Full-time non-faculty, academic appointment.

Positions available for 1992-1993 academic year. Send resume, salary requirements and letter of interest by April 15, 1992 to:

Terri A. Greenfield  
Office of Admissions  
Georgetown University Law Center  
600 New Jersey Avenue, N.W., Room 501  
Washington, DC 20001

## MEN'S BASKETBALL COACH

West Virginia Wesleyan College is seeking a coach for men's intercollegiate basketball.

Responsibilities would include recruiting, budget management, scheduling, planning, teaching and leading of players in practice and intercollegiate contests.

Teaching responsibilities will also be assigned.

A Master's Degree and coaching experience are required. This is a non-tenure track, 10 month appointment.

Must be available by July 1, 1992, or sooner.

Send application and resume to:

Dr. George Fisher  
Director of Athletics  
West Virginia Wesleyan College  
Buchanan, WV 26001

Deadline for application is MARCH 27, 1992.  
WV WESLEYAN IS AN AFFIRMATIVE ACTION,  
EQUAL OPPORTUNITY EMPLOYER

## DIRECTOR OF MINORITY SCIENCE & ENGINEERING PROGRAM

College of Engineering  
Reference #92-040  
Salary: \$2,407-\$4,480/mo.

Responsible for the overall management of the program. The position is responsible for the management of the program's budget, personnel, and academic affairs. The position is also responsible for the management of the program's public relations and for the supervision of program staff. The position is located in the College of Engineering, University of Texas at Austin, 3000 Speedway, Austin, Texas 78712. The position is available for September 1, 1992. The position is a full-time, non-tenured, non-academic position.

**Mathematics/Physics Librarian, Portland State University Library, Portland, Oregon.** The University of Oregon is seeking a full-time, non-tenured, non-academic position. The position is responsible for the management of the library's collection, including acquisition, processing, circulation, and reference services. The position is also responsible for the management of the library's budget and for the supervision of library staff. The position is located in the University of Oregon Library, 1000 NE Oregon Street, Portland, Oregon 97231-3111. The position is available for September 1, 1992. The position is a full-time, non-tenured, non-academic position.

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## ASSISTANT DIRECTOR, ANNUAL PROGRAMS OFFICE OF DEVELOPMENT

Rensselaer seeks an enthusiastic, goal-oriented development officer to join a team of experienced, highly energetic professionals who will be responsible for seeking support from alumni and friends for gifts of \$2,000 and above for annual purposes. This person will work with a growing cadre of volunteers who will assist in the identification, cultivation and solicitation of Rensselaer alumni and friends in selected regions and class years. Primary responsibility will be for leadership gifts to the Rensselaer Fund and other Institute priorities.

The successful candidate will possess a Bachelor's degree or equivalent, a willingness to work aggressively in a fast-paced office that seeks to significantly increase the level of unrestricted support to Rensselaer, and the ability to travel approximately 25 percent of the time. Excellent organizational, written and verbal communication skills are required. In addition this candidate must be able to work cooperatively with other development professionals and senior volunteers. Familiarity with computers is desirable. Opportunities for growth and advancement are excellent. Salary commensurate with experience.

For consideration, send your cover letter and resume, along with a copy of this ad, no later than April 3, to: Employment Manager, Rensselaer Polytechnic Institute, 110 8th Street, Troy, New York 12180-3590.

## Rensselaer

Rensselaer Polytechnic Institute is an  
Equal Opportunity/Affirmative Action Employer.

## STUDENT ACTIVITIES/ COLLEGE UNION

Assistant Director for Programs of the Setzer Student Center, Lamar University, Beaumont, Texas. Responsible for all student programming by the Student Center Council and for need assessment, planning, designing, budgeting, implementing, and evaluating programs and services for a diverse student population. Council is charged to provide community-building programs which enhance the educational experience of students and which fill their social, recreational, and cultural needs. Responsible for designing and implementing leadership and skills training experiences and programs for Council leaders and volunteers. Performs in other student life programs as assigned and as appropriate. Reports to Director of Student Center. Requires a minimum of a Bachelor's degree in a related field, preferably in student activities, and must demonstrate a strong commitment to co-curricular and non-curricular programming. For full consideration, letters of application, resume, and the names, addresses, and telephone numbers of three references should be postmarked no later than April 3, 1992, to Lamar University Human Resources Office, 1030 East Florida, Beaumont, Texas 77710.

**Medical Director/Emergency Instructor/Program Director of Emergency Medicine.** The University of Texas at Austin is seeking a full-time, non-tenured, non-academic position. The position is responsible for the management of the program's budget, personnel, and academic affairs. The position is also responsible for the management of the program's public relations and for the supervision of program staff. The position is located in the University of Texas at Austin, 3000 Speedway, Austin, Texas 78712. The position is available for September 1, 1992. The position is a full-time, non-tenured, non-academic position.

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## Appalachian STATE UNIVERSITY

### Residence Life Position AREA COORDINATOR (Live-on)

APPALACHIAN STATE UNIVERSITY invites applications for the position of Area Coordinator in the Department of Residence Life. Appalachian State University, established in 1899, is located in Boone, North Carolina, near the borders of Virginia and Tennessee and in the midst of one of the most popular year-round recreational areas in the Eastern United States. A member institution of The University of North Carolina System, Appalachian State University has an enrollment of more than 11,000 students and offers both undergraduate and graduate degrees in over 170 different program areas.

**RESPONSIBILITIES:** Primary responsibility for student development and management of a residence hall community of 1,200 students. Area Coordinators report directly to the Director of Residence Life. Major responsibilities of the position include:

- Supervision, selection, and development of training programs for 4-5 graduate hall directors and 25-30 staff members.
- Serve as instructor for Resident Assistant classes.
- Member of the Central Staff.
- Chair of departmental committees.
- Interpretation and enforcement of University and residence hall regulations.
- Administrative functions for operation of community.

**QUALIFICATIONS:** Prefer a Master's degree in Student Personnel, Counseling or related academic field. 1-3 years' full time residence hall experience; experience in leadership development; alcohol education; non-traditional housing a plus.

**SALARY AND BENEFITS:** Starting salary \$20,574; plus state fringe benefits, furnished apartment and utilities.

**APPLICATION PROCEDURE:** Prospective applicants should forward a letter of interest, resume, undergraduate/graduate transcripts and names and phone numbers of three references to:

Appalachian State University Personnel Office  
Area Coordinator Search  
Founders Hall, ASU  
Boone, NC 28608

(A North Carolina employee application will be sent and must be completed before deadline.) NOTE: For more information, contact: Rick Gola, Search Chair, at (704) 262-2160. APPLICATION DEADLINE: Until positions are filled. Applications received by April 13, 1992 will receive priority consideration. Closing date for search process—June 1, 1992. Fax: (704) 262-6489, ATTN: RICK GOLA, ASU.

A MEMBER INSTITUTION OF THE UNIVERSITY OF NORTH CAROLINA  
AN EQUAL OPPORTUNITY EMPLOYER



## Waynesburg College Waynesburg, Pennsylvania 15370

Waynesburg College, an independent, liberal arts institution in southwestern Pennsylvania, seeks a dynamic Director of Development. Reporting to the Vice President for Institutional Advancement, the Director of Development will oversee all Annual Fund operations and planned giving programs, and will play a central role in the institution's fundraising efforts.

A Bachelor's degree, strong interpersonal and communication skills, and experience with computer information systems are required. Preference will be given to candidates with three or more years of successful fundraising experience in an educational or related non-profit setting. The Director of Development should be an energetic, highly motivated individual with an understanding of, and commitment to, the mission of a small, church-related college.

Waynesburg College has achieved record enrollment growth, solid student fund raising, and a position of elite national progress and academic innovation. Serving 1,250 full-time students on a picturesque campus one hour from Pittsburgh, Waynesburg College offers students broad knowledge and experience for global citizenship and leadership opportunities in service to others. The College enjoys its 143rd year with a reaffirmation of its church-related heritage, a sound strategic vision, and a dedicated faculty and administrative staff.

Salary is negotiable. The position is available immediately. Applications will be accepted until the position is filled.

Candidates must submit a letter of interest, a current resume, and the names, addresses, and phone numbers of three references to: The Personnel Office, Waynesburg College, Waynesburg, PA 15370. AA/EEOE.

**Medical Director/Emergency Instructor/Program Director of Emergency Medicine.** The University of Texas at Austin is seeking a full-time, non-tenured, non-academic position. The position is responsible for the management of the program's budget, personnel, and academic affairs. The position is also responsible for the management of the program's public relations and for the supervision of program staff. The position is located in the University of Texas at Austin, 3000 Speedway, Austin, Texas 78712. The position is available for September 1, 1992. The position is a full-time, non-tenured, non-academic position.

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## COORDINATOR INSTRUCTIONAL TECHNOLOGY SERVICES

### Scottsdale Community College

Salary: \$22,897-\$38,958  
Closes: 5pm on 4/28/9



ship, teaching experience in an academic setting and ability to meet criteria for employment. The University is an Affirmative Action, Equal Opportunity Employer.



## background or training in outdoor recreation. 1992.

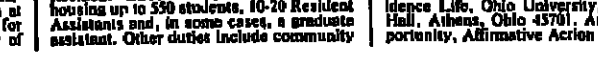


















## MEDICAL STUDENT ADMISSIONS DEAN

Loyola University's Stritch School of Medicine is currently seeking a full-time Associate or Assistant Dean for Admissions, to be appointed no later than July 1, 1992.

The Stritch School of Medicine is an integral part of Loyola University Chicago, a Jesuit, Catholic, independent, and urban university. Stritch is located on the University's Medical Center campus, west of Chicago, in Maywood, Illinois.

Reporting directly to the Senior Associate Dean, the candidate will work closely with the deans and professional staff in the Office of Academic and Student Affairs.

### Responsibilities include:

- Overseeing the entire admissions process
- Work with faculty chair and admissions committee
- Maintain admissions records
- Continue conversion to a computer based application management system
- Oversee minority group students recruitment

The successful candidate must possess excellent communication skills to reflect and represent the Stritch School of Medicine to potential applicants and premedical advisors. The minimum credentials for this position are a masters degree in a relevant discipline and several years experience in student admissions, preferably at the university or professional school level.

The level of appointment will be contingent upon academic credentials and previous experience. A letter of application and a CV should be sent to:

Ralph P. Leischner, M.D.  
Senior Associate Dean  
Stritch School of Medicine  
2160 S. First Ave.  
Maywood, IL 60153



equal opportunity employer/educator  
smoke free environment

## SUOMI COLLEGE Hancock, Michigan

Suomi College is a small, private junior college affiliated with the Evangelical Lutheran Church in America, located in the Upper Peninsula of Michigan. The following positions are available:

### DEAN OF STUDENTS

The Dean of Students is responsible for providing creative leadership for student life and serves on the President's Administrative Council, while reporting to the Dean of the College.

Specific areas of responsibility include the residence halls, community concerns, personal and career counseling, health service, and food service.

The qualified candidate will have significant experience in student affairs (5-5 years), with demonstrated supervisory abilities, a commitment to staff development, administrative ability and good communication skills. A relevant Master's degree is preferred. Knowledge of developmental psychology, retention strategies, and other areas of study relevant to student life is desirable.

### CAMPUS COUNSELOR

The Campus Counselor serves on the staff of the Dean of Students and is responsible for providing personal counseling, crisis intervention, in-services for residence hall staff and workshops for students, faculty and staff. The counselor is on-call and works closely with residence hall staff to provide after hours crisis intervention. The qualified candidate will have a Master's degree in a counseling field with significant supervised counseling experience. Demonstrated ability to do clinical assessment and experience in crisis intervention and substance abuse counseling are required. Background related to other pertinent student issues is desirable.

We will begin to review applications Tuesday, March 31, 1992. Search will continue until positions are filled.

Suomi College is an EOE/Affirmative Action Employer and encourages the nomination and candidature of women and minorities. Send letter of interest and resume to Director of Human Resources, Suomi College, Hancock, MI 49830.

Science Education Department Chairperson. Degree in Science Education, August 20, 1992. Salary and Rank Commensurate with qualifications. Requirements: Doctorate with specialty in science education; strong background in one of the natural sciences; evidence of excellence in public school and college level teaching; a record of research and scholarship; a record of leadership in the Department, School, and University level; teach undergraduate and/or graduate courses in science education; advise majors in the department; provide support for faculty development; and conduct an active research/publications program. Send a letter of application, vita, copy of transcript, description of research/publication activities, and three current letters of reference to: Search Committee, SCIE, School of Education, Furman University, Greenville, SC 29615. Applications begin May 1, 1992 and continue until position is filled. An Equal Opportunity Employer. Affirmative Action Employer.

## Vice President for Academic Affairs and Dean FURMAN UNIVERSITY

Furman University invites applications and nominations for the position of Vice President for Academic Affairs and Dean. The University, founded in 1826, is a private, coeducational, liberal arts college located in Greenville, South Carolina, with an undergraduate enrollment of approximately 2,500 students and a faculty of 186. There are twenty-one academic departments offering majors in thirty-seven areas of study. In addition to the undergraduate program, Furman maintains small graduate programs in education and chemistry.

The Vice President for Academic Affairs and Dean is the chief academic officer and second ranking officer of the University, acting for the President in his absence. Reporting to the Vice President for Academic Affairs and Dean are the academic departments (chairs), the Associate Academic Dean, the Associate Dean for Admissions and Financial Aid, the Associate Dean and University Registrar, the Associate Dean for Summer Sessions, the Director of the Library, the Director of Continuing Education, the Director of Graduate Studies, the Coordinator of Programs for Faculty Development, the Director of Educational Services, and the Director of the Computer Center.

Candidates for the position should have an earned doctorate in an arts and sciences discipline and have significant teaching, scholarship, research, and administrative experience. Candidates must have academic credentials in teaching and scholarship suitable for the rank of Professor at a major university, superior ability in oral and written communication, and strong interpersonal skills.

Responsibilities of the position include supervising all facets of the academic program, including budgeting, program development, allocation of space and equipment within the academic areas, and the appointment of faculty and administrative staff under his or her general supervision. Candidates should send a resume, official transcript, names of three references, and a personal letter of interest indicating how their qualifications meet the requirements of this position to:

President John E. Johns  
Furman University  
P.O. Box 1300  
Greenville, SC 29613

Salary is commensurate with experience and qualifications.

Starting date is January 1, 1993 or as soon thereafter as feasible.

Review of applications will begin May 1, 1992. Applicants will be notified by letter of the status of their application.

Furman University is an Equal Employment Opportunity, Affirmative Action Employer. Women and Minorities are encouraged to apply.

## ASSISTANT VICE CHANCELLOR FOR FEDERAL RELATIONS THE UNIVERSITY OF TEXAS SYSTEM

The University of Texas System invites applications/nominations for the position of Assistant Vice Chancellor for Federal Relations. The position is responsible for coordinating the effective representation of U.T. System in its interaction with federal government entities with the Vice Chancellor. The Assistant Vice Chancellor will provide staff assistance to the Vice Chancellor, System Administrative Office, and all line academic and health-related component institutions in the course of their federal activities, represent U.T. System in relations with federal legislative bodies, offices, and agencies; advise the Vice Chancellor and System Administration about public policy as it affects the relationship of U.T. System with the federal government; interpret and advise federal government officials on the federal laws, rules, and activities of U.T. System; inform the appropriate System officials of current operations and long-range developments on the federal level which may affect U.T. System; supervise staff members employed in work in the federal relations area; and direct the representation of U.T. with higher education and research groups in Washington, D.C.; and perform various other duties as assigned by the Vice Chancellor.

Qualifications include a strong educational background, preferably at the graduate level, in political science, government, public affairs, or a related field; extensive experience with the legislative and executive branches of the federal government; expertise with higher education issues, particularly those related to law, knowledge of, and work with, groups that represent higher education before the federal government; extensive knowledge and understanding of federal government policies, laws, regulations, and procedures; a commitment to higher education; knowledge of organizational skills necessary to guide a staff and handle personnel responsibilities; excellent written and oral communication skills; the ability to speak effectively in all situations; ability to analyze complex issues and act proactively and correctly; and the ability to work under time constraints.

The University of Texas System is composed of 15 component institutions located across the State of Texas with a combined enrollment of over 140,000 students. This position requires travel.

Salary is negotiable. Applications/nominations should be sent to:

The University of Texas System  
Personnel Office  
201 West Seventh Street, ASH 3  
Austin, TX 78701-2961

The position is open until further notice.

An Equal Opportunity, Affirmative Action Employer. Women, minorities, and persons with disabilities are encouraged to apply.

Applicants must comply with the Immigration Reform and Control Act. Official transcripts required upon employment.

Secondary Education: Assistant Professor. Assistant University School of Education seeks an individual to teach courses in secondary education and methods, preferably in the areas of English and Social Studies. The successful candidate will be responsible for teaching introductory courses in the foundations of secondary education, and for supervising student teachers in the field. Teaching experience at the secondary level is required. Send letter of application, vita, and transcripts to: Search Committee, Secondary Education, Furman University, Greenville, SC 29615. Applications begin May 1, 1992 and continue until position is filled. An Equal Opportunity Employer. Affirmative Action Employer.

Social Science: McKendree College Division of Social Sciences seeks applications for a tenure-track position in Sociology beginning August 23, 1992. We seek a graduate with a Ph.D. in Sociology, a minimum of three years teaching experience in sociology, social anthropology, and/or criminology. The successful candidate will teach introductory and upper-level sociology courses, supervise student teachers, and conduct research. Salary is commensurate with qualifications and experience. McKendree is a private Methodist-affiliated liberal arts college located in



## ADMINISTRATIVE POSITION OPENINGS

THE HOUSTON COMMUNITY COLLEGE SYSTEM is a fully accredited comprehensive educational institution comprised of six colleges. The 1,200 full-time faculty and staff serve over 60,000 students enrolled in Academic and Vocational/Technical programs. HCCS is currently accepting applications for the following open administrative positions:

**ASSOCIATE VICE CHANCELLOR/HUMAN RESOURCES**  
QUALIFICATIONS: Master's degree; five (5) years' administrative Human Resources experience.

STARTING MONTHLY SALARY RANGE: \$3,754-\$4,232

**ASSISTANT VICE CHANCELLOR/REGISTRATION**  
QUALIFICATIONS: Bachelor's degree required; Master's degree preferred; three (3) years' administrative EEO/AA experience.

STARTING MONTHLY SALARY RANGE: \$3,336-\$3,780

**ASSISTANT VICE CHANCELLOR/INFORMATION PROCESSING**  
QUALIFICATIONS: Master's degree; three (3) years' administrative/information processing experience in computer services in an institution of higher education.

STARTING MONTHLY SALARY RANGE: \$3,336-\$3,780

**DIRECTOR OF HCCS FOUNDATION**  
QUALIFICATIONS: Master's degree required; five (5) years' development experience required, preferably with a national non-profit organization or higher education institution.

STARTING MONTHLY SALARY RANGE: \$3,336-\$3,780

CONDITIONS OF EMPLOYMENT: The above positions are currently available and completed application packets will be reviewed by the appropriate Search Committee as received. An official HCCS application, resume, photocopy of transcript confirming highest degree, and a philosophy statement are required for all positions. The Associate Vice Chancellor of Human Resources position also requires three letters of professional references. Please address all inquiries and application materials to:

JUDY JONES/ADMINISTRATIVE SEARCH COMMITTEE  
HOUSTON COMMUNITY COLLEGE SYSTEM  
P.O. BOX 7849  
HOUSTON, TEXAS 77270-7849

HCCS is an Equal Opportunity, Affirmative Action Employer.

## ASSOCIATE DEAN FOR UNDERGRADUATE MEDICAL EDUCATION

School of Medicine  
UNIVERSITY OF NORTH DAKOTA

The University of North Dakota School of Medicine invites applications and nominations for the position of Associate Dean for Undergraduate Medical Education.

Candidates must have an earned doctorate (i.e., M.D., Ph.D., Ed.D.), be qualified for the rank of Associate or Full Professor and have a proven record in teaching or research in the biological sciences and/or medicine, and have a record of success in the development and delivery of the undergraduate curriculum in medical education.

Responsibilities of the position include but are not limited to:

- Supervising an Office of Medical Education and Evaluation;
- Providing expertise in curriculum development to faculty on all aspects of the curriculum in undergraduate medical education;
- Working to refine or reform curriculum in courses that impact horizontally across all basic and clinical science departments (e.g., Basic Problems, Introduction to the Patient, Introduction to Clinical Medicine);
- Developing, in collaboration with faculty, evaluation mechanisms and tools which provide feedback information on instructional effectiveness.

The selected individual will work in close association with the Senior Executive Dean for Academic Affairs and Research to develop a progressive and innovative Office/Division of Undergraduate Medical Education. However, he/she will report directly to the Dean of Medicine.

The University of North Dakota School of Medicine is an Affirmative Action, Equal Opportunity Employer.

Nominations and applications are desired by April 15, 1992, and should be sent directly to:

EDWIN C. JAMES, M.D.  
Dean, University of North Dakota  
School of Medicine  
501 North Columbia Road  
Grand Forks, ND 58203  
Telephone (701) 777-2516

Lawrence for up to four dependent children and gratuity at 25% of basic salary on successful completion of two years contract. Applications, including the vacancy number, full and up to date curriculum vitae, certified copies of educational certificates and transcripts, should be sent to the Assistant Registrar (Academic Staffing) at the University of North Dakota School of Medicine, Private Box 0032, Grand Forks, ND 58203. Applications should be sent to the Assistant Registrar (Academic Staffing) at the University of North Dakota School of Medicine, Private Box 0032, Grand Forks, ND 58203. Applications should be sent to the Assistant Registrar (Academic Staffing) at the University of North Dakota School of Medicine, Private Box 0032, Grand Forks, ND 58203.

Sociology: One-year appointment as visiting instructor in sociology to replace a faculty member on sabbatical leave for 1992-1993 academic year. The successful candidate will teach introductory, intermediate, and advanced sociology courses. The successful candidate will also be responsible for supervising student teachers in the field. Teaching experience at the college level is required. Send letter of application, vita, and transcripts to: Search Committee, Sociology, University of North Dakota School of Medicine, Private Box 0032, Grand Forks, ND 58203. Applications should be sent to the Assistant Registrar (Academic Staffing) at the University of North Dakota School of Medicine, Private Box 0032, Grand Forks, ND 58203.

With application, please include resume, v., and names, addresses and phone numbers of four references. References will not be contacted until the candidate is notified and gives approval. Desired starting date is July 1, 1992. Applications received by April 30 will be assured of full consideration.

CND is an equal opportunity employer.

Teach undergraduate courses including microbiology, social psychology, and the following faculty, under studies, stratification, and medical sociology. Ph.D. required. Salary commensurate with qualifications and experience. Cross-cultural studies appointment. Cross-cultural studies appointment. Cross-cultural studies appointment.

## Vice President for Student Development SAINT LOUIS UNIVERSITY

Saint Louis University is accepting applications and nominations for the position of Vice President for Student Development. Saint Louis University is a Jesuit Catholic University, and is the oldest institution of higher education in the Midwest. The 11 colleges and schools on four campuses include Arts and Sciences, Business, Nursing, Allied Health Professions, and Parks College, noted for aviation and aerospace studies; as well as Law, Medicine, Public Health, Social Service, Philosophy and Letters, and a Graduate School.

The student population is increasingly diverse, and includes residents, commuters, international students, students from diverse racial and ethnic backgrounds, men and women of all ages. Saint Louis University attracts a high quality student body due to our commitment to excellence in education consistent with our Jesuit identity and values.

The Vice President for Student Development reports to the President through the Executive Vice President and Provost, and is the senior administrator for the division of Student Development. The Vice President is responsible for developing, coordinating and facilitating, in a manner consistent with the University's Catholic, Jesuit identity, all student development policies and programming on the Frost campus (main academic campus) and on the Parks College campus, and also is responsible for undergraduate student recruitment and activities at the Medical Center.

The Vice President is responsible for the following areas:  
ENROLLMENT MANAGEMENT: Admissions, financial aid, scholarships, student life studies.  
CAREER PLANNING AND PLACEMENT:  
COUNSELING SERVICES:  
STUDENT SERVICES: Student activities, orientation, residence life, student government, publications, organizations, student volunteer services, and student union.

HOUSING: Approximately 2,000 students live on Frost and Parks campuses.

ATHLETICS: NCAA Division I and Division III athletic programs.

RECREATION: Intramural sports, recreation center, sports stadium.

CONTRACTED SERVICES: Bookstore and food services.

QUALIFICATIONS: The qualifications for this position include: Appreciation of the Jesuit tradition in higher education. Ability to work effectively with faculty and academic administrators in support of the academic mission of the University. Demonstrated commitment to student and staff diversity. Ability to interact effectively with students, faculty, parents, and staff. Ability to provide open and creative leadership and direction to staff. Five to eight years of progressively responsible administrative experience in student affairs in higher education. Earned doctorate in a related field such as student personnel administration, counseling, or management; will consider comparable expertise based on experience in lieu of doctorate.

SALARY AND BENEFITS: Competitive; commensurate with experience and qualifications.

POSITION AVAILABLE: July 1, 1992.

APPLICATION DEADLINE: Review of applications will begin APRIL 17, 1992. Applicants should send curriculum vitae and the names, addresses, and telephone numbers of five references to:

Ms. Kathy G. Hagedorn  
Vice President for Human Resource Management  
Saint Louis University  
3500 Linde Boulevard  
St. Louis, MO 63103

Saint Louis University is an Affirmative Action, Equal Opportunity Employer, and encourages nominations and applications of women and minorities.

## VICE PRESIDENT FOR COLLEGE RELATIONS San Francisco Bay Area COLLEGE OF NOTRE DAME

College of Notre Dame, a four year liberal arts college in the Catholic tradition, invites applications and nominations for Vice President for College Relations.

The Vice President for College Relations reports directly to the President and participates in the major decisions of the College as a member of the senior administrative team. Major responsibilities include:

- Directing and leading the College's offices of Development, Alumni Affairs & Public Information;
- Responsibility for all development and fund raising including corporate, individual and foundation giving, planned giving, special appeals, alumni giving; as well as serving as a resource to faculty for grant writing;
- Serving as Executive Secretary of the Governance Board; working closely with Chair and Committees.

Candidates should have 3 to 5 years of successful experience in development and fund raising in an educational institution; solid administrative and organizational skills including budget management, supervision and planning; interpersonal and communication skills including flexibility and adaptability; ability to work effectively with administrators, faculty, alumni, donors, board.

Qualifications: Bachelor's degree is required; Master's preferred. Nominations, applications and inquiries should be directed to:

Higher Education Administrative Search  
3539 West 50th Avenue Parkway  
Denver, Colorado 80221-1099  
303/458-4044

With application, please include resume, v., and names, addresses and phone numbers of four references. References will not be contacted until the candidate is notified and gives approval.

Desired starting date is July 1, 1992. Applications received by April 30 will be assured of full consideration.

CND is an equal opportunity employer.

Teach undergraduate courses including microbiology, social psychology, and the following faculty, under studies, stratification, and medical sociology. Ph.D. required. Salary commensurate with qualifications and experience. Cross-cultural studies appointment. Cross-cultural studies appointment. Cross-cultural studies appointment.

## VICE PRESIDENT FOR EDUCATIONAL AFFAIRS

The National College of Chiropractic, founded in 1906, located in Lombard, Illinois, accredited by the Commission on Accreditation of the Council on Chiropractic Education and the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, offers a five academic year program leading to the degree Doctor of Chiropractic, as well as upper division courses leading to the Bachelor of Science degree in human biology. The College employs ninety faculty, enrolls an average of 750 students, and graduates approximately 170 professional students annually. The Vice President for Educational Affairs reports directly to the President, and is responsible for all educational programs, including those of the Postgraduate Division. He/she supervises six deans, two deans, and one coordinator/development. His/her primary responsibilities include:

- Maintaining and improvement of all educational programs;
- Provision of innovative thinking and action relative to new programs;
- Provision of leadership for and evaluation of those who report to him/her;
- Overseeing or chairing all faculty search committees;
- Recommending salary levels for faculty and related administrative and support staff;
- Overseeing the formulation of all educational budgets and policies;
- Representing the College and/or President when required;
- Assisting the President in fund raising, legislative matters, and intercollegiate relations;
- Providing leadership for Self-Study Reports and acting as liaison with accrediting agencies;
- Providing annual educational and other reports at the direction of the President;
- Working closely with the President and the Vice President for Administration and Finance in the day-to-day operation of the College; and
- Working cooperatively with faculty and administrators for the most efficient and effective attainment of the College's mission and purposes.

Qualifications: The College encourages all candidates with the following qualifications to apply:

- Terminal academic or first professional degree;
- Broad and significant academic and administrative experience at level of dean or above;
- Established record in teaching and scholarship;
- Excellent managerial, communications, and organizational skills;
- Demonstrated leadership ability;
- Ability to work with diverse constituencies;
- Experience in accreditation procedures;
- General knowledge of fund-raising strategies;
- Sensitivity to needs of a diverse educational community;
- Honesty, integrity, and good moral character;
- Proven leadership style; and
- Willingness to actively develop a sensitivity to, and concern for, The National College of Chiropractic, its history, and its specific needs.

Experience in health education at the first professional level is desirable.

Applications: Position will be available September 1, 1992. Salary is competitive and commensurate with credentials and experience, with a range of \$70,000 to \$80,000 plus benefits, including TAA-CPEP extension plan. Application, accompanied by current curriculum vitae, and the names, addresses, and telephone numbers of no less than five referees are to be mailed to:

Dr. Jacob Fisher, Chair  
Search Committee for Vice President for Educational Affairs  
The National College of Chiropractic  
200 East Roosevelt Road  
Lombard, Illinois 60148

## Assistant Vice President for Academic Affairs and Dean of Graduate Programs

Norwich University is comprised of Vermont College in Montpelier and the Military College of Vermont in Northfield. Of the 2,700 students enrolled at the University, 800 are in full-time, non-traditional graduate programs combining brief residencies with mentored independent study.

The University is seeking a leader to guide the development of its existing graduate programs: the independent study Graduate Program (M.A.), the M.A. in Writing, the M.A. in Visual Arts, the M.A. in Art Therapy and M.F.A. in Writing, the M.A. in Visual Arts, the M.A. in Art Therapy and M.F.A. in Writing. The University is seeking a leader to guide the development of its existing graduate programs: the independent study Graduate Program (M.A.), the M.A. in Writing, the M.A. in Visual Arts, the M.A. in Art Therapy and M.F.A. in Writing. The University is seeking a leader to guide the development of its existing graduate programs: the independent study Graduate Program (M.A.), the M.A. in Writing, the M.A. in Visual Arts, the M.A. in Art Therapy and M.F.A. in Writing.

Qualifications: An earned doctorate; knowledge of adult development; teaching experience with adult independent study students; substantial academic and administrative experience. Candidates should have strong interpersonal and communication skills and experience in program planning and development.

Interested applicants should submit resume, cover letter and names of three references to: Dean of Graduate Programs Search Committee, c/o Vice President, Vermont College, Montpelier, Vermont 05602. Review of applications will begin on April 8, 1992. Norwich University is an EOE and actively seeks women and minority applicants.

Goodrich, Dean of Faculty, Laidlaw College, Melbourne, Victoria 3000. Send letter of application, curriculum vitae, and credentials by April 1 to Academic Dean, Midland Lutheran College, Fremont, Victoria 3005. An AA/EEO employer, women and minorities are encouraged to apply.

Sociology Assistant Professor. Will teach full range of sociology courses, particularly focus on comparative sociology and social theory as well as general sociology, survey, and faculty committees, advise students, carry out research, and teach advanced sociology courses. Ph.D. in Sociology required; Ph.D. or A.B.D. in Sociology preferred; good academic record; teaching experience; must be able to emphasize with undergraduate students traditionally difficult topics, e.g., social structure, socialization, deviance, crime, and social control. Send letter of application, curriculum vitae, and transcripts to: Dr. Robert J. Smith, Dean of Faculty, Laidlaw College, Melbourne, Victoria 3000.

Sociology Assistant Professor. Will teach full range of sociology courses, particularly focus on comparative sociology and social theory as well as general sociology, survey, and faculty committees, advise students, carry out research, and teach advanced sociology courses. Ph.D. in Sociology required; Ph.D. or A.B.D. in Sociology preferred; good academic record; teaching experience; must be able to emphasize with undergraduate students traditionally difficult topics, e.g., social structure, socialization, deviance, crime, and social control. Send letter of application, curriculum vitae, and transcripts to: Dr. Robert J. Smith, Dean of Faculty, Laidlaw College, Melbourne, Victoria 3000.

Spanish Full-time, one year replacement position. Direct teaching, curriculum development, and administrative duties. Teach beginning, intermediate, advanced conversational, and cultural studies courses. Send letter of application, curriculum vitae, and credentials by April 1 to Academic Dean, Midland Lutheran College, Fremont, Victoria 3005. An AA/EEO employer, women and minorities are encouraged to apply.

Spanish Full-time, one year replacement position. Direct teaching, curriculum development, and administrative duties. Teach beginning, intermediate, advanced conversational, and cultural studies courses. Send letter of application, curriculum vitae, and credentials by April 1 to Academic Dean, Midland Lutheran College, Fremont, Victoria 3005. An AA/EEO employer, women and minorities are encouraged to apply.



## ASSOCIATE VICE PRESIDENT FOR STUDENT AFFAIRS AND DIRECTOR OF ENROLLMENT MANAGEMENT SOUTHWEST TEXAS STATE UNIVERSITY

Southwest Texas State University invites applications and nominations for the position of Associate Vice President for Student Affairs and Director of Enrollment Management. Southwest Texas is a comprehensive university of 22,000 students offering baccalaureate and master's degrees. The university is located in the scenic Texas Hill Country area at the headwaters of the San Marcos River in the community of San Marcos between Austin and San Antonio.

### DUTIES AND RESPONSIBILITIES

The Associate Vice President serves as the chief deputy to the Vice President, coordinates, in collaboration with the department directors, the division's strategic planning process, assessment and research program, staff development program, budget and monitoring process, computer information needs, and program development initiatives. She/he handles constituent concerns directed to the Vice President's office, serves on numerous committees, oversees the budgeting and quality control process of division publications, coordinates major projects within the Vice President's office, handles related writing assignments and supervises a staff of four in the Vice President's office.

As the Director of Enrollment Management, she/he coordinates and facilitates the implementation of the University's enrollment management program through the vice presidents of the University and in consultation with the Enrollment Management Advisory Council. She/he works closely with the Director of Assessment and the Assistant Vice President for Planning and Administration in developing data and analyses that guide enrollment management decision-making. Through appropriate collaboration, she/he updates and extends the Enrollment Management Plan. In the role of Director of Enrollment Management, the incumbent will coordinate the Vice President's for Academic Affairs and Student Affairs with the lead Vice President being Student Affairs. The Director makes regular reports to the President and Vice Presidents on the progress in meeting the goals of the Enrollment Management Program within the context of the University's Strategic Plan.

### QUALIFICATIONS

The successful candidate will have extensive experience and knowledge of student affairs functions and issues, understand thoroughly enrollment management strategies relating to the recruitment and retention of students, experience with assessment, and specifically student outcomes assessment and analysis, experience with budget and experience with program development. Must have a demonstrated ability to work collegially with diverse campus offices and persons and possess excellent communication and organizational skills. Master's degree required. Doctorate preferred. Commitment to and demonstrated record of expanding opportunities to diverse populations on college campuses.

### APPLICATIONS

Submit a letter of application and resume, together with a one-page statement on the candidate's view of enrollment management to: James D. Stuber, Vice President for Student Affairs, Southwest Texas State University, 901 University Dr., San Marcos, TX 78666; Phone #: (817) 246-2152.

Review of applications will begin May 1 and will continue until the position is filled.

SWT is an AA/EEO Employer.

## VICE PRESIDENT FOR COLLEGE RELATIONS

Union College, a highly selective, liberal arts and engineering college of 2,000 students, founded in 1795, seeks an imaginative, hardworking, and energetic individual to provide vigorous and continuing leadership for a \$150 million Bicentennial Campaign and ongoing development efforts. Knowledge of fund raising and academic preferences; ability to communicate effectively, organize, and motivate essential.

Review of applications will begin immediately and the position will be filled as soon as possible.

Salary is negotiable.

Applications and nominations should be sent to:

Roger H. Hull, President  
Union College  
Schenectady, New York 12308

Union College is an Equal Opportunity and Affirmative Action Employer.

one-year, full-time temporary position beginning Fall Semester, 1992. Possible renewal. Teaching and four classes a semester. Minimum qualifications: Ph.D. in Spanish, plus teaching experience at college or high school level. Preferred qualifications: Graduate with ability to teach Spanish and with command of Spanish. Spanish, evidence of successful teaching and published research, evidence of creative and innovative teaching and willingness to participate in departmental activities. Direct teaching, curriculum development, and administrative duties. Send letter of application, curriculum vitae, and credentials by April 1 to Academic Dean, Midland Lutheran College, Fremont, Victoria 3005. An AA/EEO employer, women and minorities are encouraged to apply.



## UNIVERSITY OF MASSACHUSETTS

## Vice Chancellor for Student Affairs

The Vice Chancellor provides leadership to and management supervision of Student Affairs units on the Amherst campus including Dean of Students, admission, financial aid, academic support services for students of color, career center, housing services, health services, child care, public safety, environmental health and safety, student activities, new students program, Visitors Center, Commencement, Student Affairs research, information and systems. The Vice Chancellor also has responsibility for implementing trustee policy pertaining to student life and has primary responsibility for consulting with student organizations on policy issues. The Vice Chancellor reports directly to the Chancellor and, as one of the principal administrative officers on the campus, plays a major role in overall policy development and campus management.

**Qualifications:** Earned doctorate preferred; extensive administrative experience in a senior management role in student affairs or related areas; demonstrated ability to maintain open and effective working relationships with students, staff, faculty, administrators and trustees; responsiveness to students; demonstrated leadership capabilities in a diverse community; experience in a large residential university; demonstrated commitment to affirmative action and a multicultural campus.

**The University:** The Amherst campus is the largest of the 5 campus systems of the University of Massachusetts, enrolling approximately 16,500 undergraduate and 5,800 graduate students. The campus marked its 125th anniversary in 1988 with a renewed commitment to its land-grant mission of education, research and public service. Its 7 schools and colleges offer the Bachelor's degree in 97 fields, the Associate's degree in 7, the Master's degree in 70, and the Doctorate in 48. The rural western Massachusetts setting for this largely residential campus offers a rich cultural environment with membership in the Five Colleges offering access to classes at Amherst, Hampshire, Mount Holyoke and Smith Colleges. The University is actively committed to affirmative action, civility, equal opportunity, and intellectual freedom, striving to establish and sustain a community that embodies and transmits the values of respect, diversity, and social justice as it seeks to enhance the multicultural character of the campus.

The search committee will begin screening applications on April 24, 1992. Applicants should include a current curriculum vitae and the names and addresses of at least three individuals who may be contacted for references. Nominations and applications should be submitted to: Dr. David C. Bischoff, Chair, Vice Chancellor for Student Affairs, Search Committee, Chancellor's Office, 300 Whitmore Administration Building, University of Massachusetts, Amherst, MA 01003. An Affirmative Action/Equal Opportunity Employer.



UNIVERSITY OF MASSACHUSETTS  
AT AMHERST

## Lane Community College

Vice President for Student Services. While the earned doctorate is preferred, candidates with less post-graduate study and substantial, successful experience as academic leaders will receive full consideration. Minimum of seven years' progressive responsibility in educational administration positions with a minimum of three years of administration in a Student Services unit of a community college. In lieu of stated minimum qualifications, a documented alternative combination of related education and/or experience—regarded by the applicant to be equivalent—may be substituted formally for consideration. Deadline Date: 4/15/92.

For application, job description and further information, please contact:

Personnel Services  
Lane Community College  
400 E. 30th Avenue  
Eugene, OR 97405  
(503) 726-2211

LCC application must be postmarked by deadline date. A resume may be submitted, but cannot take the place of the application form.

An Affirmative Action, Equal Opportunity Institution

Spanish Instructor. Pending Budget Approval. Master's degree with children and/or experience in Spanish. Responsible for teaching elementary and intermediate Spanish courses. Prefer previous community college teaching experience and fluency in two languages—Spanish and English.

PROVOST  
University of Southern Colorado

The University of Southern Colorado, a public regional university of distinction, invites applications and nominations for the position of provost. The provost is the chief academic and operating officer of the institution.

**Specific Areas of Responsibility:** The provost reports to the president and is responsible for all academic programs, student affairs, and business services. Areas and offices reporting to the provost include the three colleges of the university, the School of Business, the Center for Teaching and Learning, student life and development, continuing education, library, business services, admissions and enrollment services, athletics, and KITS-TV. The provost is responsible for all personnel, budgeting, and administrative concerns in these critical areas.

**Qualifications:** Candidates must have an earned doctorate, significant academic experience (including teaching and scholarly activity), a strong commitment to affirmative action and diversity on campus, the ability to develop and supervise a broad range of academic, student, and business functions, a strong commitment to the values of shared governance, and a credible record of past accomplishments in higher education, preferably at the academic dean level or above.

**Starting Date:** July 1, 1992 or as soon as possible thereafter.

**Salary:** Salary and fringe benefits are competitive.

**About the University of Southern Colorado:** The University of Southern Colorado is located in Pueblo, a community of approximately 100,000 people east of the scenic Sangre de Cristo Mountains. The university is a regional university with a distinctive emphasis. Its three colleges include Liberal and Fine Arts, Science and Mathematics, and Applied Science and Engineering Technology, as well as the School of Business and the Center for Teaching and Learning. Emphasis is on undergraduate education in the liberal and fine arts and in various professional fields. Master's programs are offered in Applied Natural Sciences, Business Administration, Systems Engineering, Education, Social Work and Counseling (the latter three in conjunction with other institutions in Colorado). Current enrollment is approximately 4,400. The university's primary goal is to become one of the best regional universities in the United States, as measured by the quality of its faculty, students, programs, and facilities. A major capital campaign is underway to facilitate achievement of this goal.

The university has a highly diverse population and is committed to a number of high priority initiatives in the areas of academic excellence.

**Submission of Materials:** Nominations and applications are encouraged beginning immediately. In order to receive full consideration, a letter of interest and complete curriculum vitae should be received no later than April 17. Please submit the names and phone numbers of at least three references. References will not be contacted without prior approval of applicants. Please submit all materials to:

Chair, Provost Search Committee  
University of Southern Colorado  
2200 Bonforte Boulevard  
Pueblo, CO 81001-4901  
Fax: (719) 549-2938

The University is an Affirmative Action, Equal Opportunity Employer.

## ATLANTA METROPOLITAN COLLEGE

## Vice President for Academic Affairs

ATLANTA METROPOLITAN COLLEGE is seeking qualified applicants for the position of Vice President for Academic Affairs, available July 1, 1992. The Vice President for Academic Affairs administers the academic divisions, the Learning Resources Center, and the continuing education programs of the college. He reports directly to the President, and in the absence of the President acts as the chief executive officer of the college. Major responsibilities include, but are not limited to: supervision of all areas of instruction and research; development and oversight of the college's academic divisions; the college's overall budgetary responsibilities in the areas of instruction; primary administration of academic regulations and requirements; effective utilization of all classroom buildings, laboratories, and other instructional facilities; and oversight, through recommendation to the President, of the appointment, reappointment, non-renewal, dismissal, placement, rank, promotion, tenure, and salary increases.

The College, currently in its eighteenth year of operation, Atlanta Metropolitan College is a two-year, non-residential unit of the University System of Georgia located in the southeast section of Atlanta. The predominantly black student body varies widely in age, academic experience, and educational preparation. Many students enter the college through the remedial program of the Developmental Studies Division.

**Qualifications:** Candidates for this position must hold an earned doctorate in an academic discipline from an accredited institution. They must possess broad-based experience in higher education, including (a) at least five years as a full-time faculty member at a college or university, (b) at least three consecutive years as a major (at least division/departments head or equivalent) college or university administrative position, and (c) sufficient accomplishments as a scholar to command the respect of the academic community. In addition, the candidate must possess (1) a firm commitment to academic excellence; (2) a proven record in program and faculty development; (3) excellent written and oral communication skills; (4) a strong background in institutional management; and (5) a broad knowledge of and respect for the effective implementation of the teaching/learning process. Further, he/she will demonstrate a strong commitment to the philosophy of the two-year college, an understanding of the mission of Atlanta Metropolitan College, and strong support for the institution's goals.

Salary: Salary is competitive, based upon qualifications and experience, within the budgetary parameters of the College and the University System of Georgia.

**Application Procedure:** Persons wishing to apply must submit a detailed vita, along with a letter of application which specifically addresses the candidate's qualifications in relation to the responsibilities listed in this announcement. References and transcripts should be available upon request. Send all materials to: Assistant to the President, Box 19, Atlanta Metropolitan College, 1630 Stewart Avenue, S.W., Atlanta, Georgia 30330.

Atlanta Metropolitan College is an equal opportunity, affirmative action educational institution.

Spanish/Teaching Assistant Professor, August 1992. Ph.D. preferred. ABD and co-ed. Secondary teaching experience. Teach all levels of undergraduate and graduate courses. Research and publication. Areas of specialization open. Strong commitment to language teaching. Send application letter, vita and letters of recommendation to: Spanish Search Committee for Academic Affairs, 6677 President John F. Kennedy Blvd., Suite 607, New York, NY 10022. Times until position is filled. BEO Employer.

Spanish/Teaching Assistant Professor, August 1992. Ph.D. preferred. ABD and co-ed. Secondary teaching experience. Teach all levels of undergraduate and graduate courses. Research and publication. Areas of specialization open. Strong commitment to language teaching. Send application letter, vita and letters of recommendation to: Spanish Search Committee for Academic Affairs, 6677 President John F. Kennedy Blvd., Suite 607, New York, NY 10022. Times until position is filled. BEO Employer.

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Spanish/Teaching Assistant Professor, August 1992. Ph.D. preferred. ABD and co-ed. Secondary teaching experience. Teach all levels of undergraduate and graduate courses. Research and publication. Areas of specialization open. Strong commitment to language teaching. Send application letter, vita and letters of recommendation to: Spanish Search Committee for Academic Affairs, 6677 President John F. Kennedy Blvd., Suite 607, New York, NY 10022. Times until position is filled. BEO Employer.

THE STATE UNIVERSITY OF NEW JERSEY  
RUTGERS

## VICE PRESIDENT FOR COMPUTING

Rutgers University invites nominations and applications for the position of Vice President for Computing.

Rutgers University is a comprehensive public research university with campuses in Camden, Newark, and New Brunswick. The Office of the Vice President for Computing will be located in New Brunswick. The University enrolls more than 47,000 students in 26 schools and colleges. It has an annual budget of approximately \$700 million.

**Duties:** The Vice President for Computing will report to the University Vice President for Academic Affairs and will advise the University Vice President and other senior University officers in all matters pertaining to computing University-wide. The Vice President for Computing is responsible for all University-wide planning and implementation in the areas of computing and information services.

The following areas will report to the Vice President for Computing: central academic computing services, telecommunications (including telephone, central administrative computing services, and central computing operations). In addition, the Vice President for Computing will work to encourage the appropriate use of computing throughout the University and to facilitate efficient and effective use of computing resources.

The Vice President will work closely with the Provosts of all three campuses to strengthen the importance of computing to each of the three missions of the University: instruction, scholarship, and service. He/she will provide a leadership role in fostering the development of computing at Rutgers. The Vice President for Computing will also actively seek external funding for selected computing development projects and will be responsible for vendor relations.

**Qualifications:** Earned baccalaureate, with higher degree preferred. The successful candidate should have a high level of expertise in computing and telecommunications. The individual should be knowledgeable in the following areas: networking, computing for research/scholarship, oversight of computing operations, instructional computing (including multimedia applications), information access issues, distributed computing systems for administrative users, supercomputing, graphics, and must especially support and services for students, faculty, and administrators. He/she must have a good understanding of computing needs and applications in the variety of academic and administrative areas which comprise the University. Demonstrated successful management of computing operations and a commitment to a service orientation are required. He/she should possess strong leadership skills and the ability to be an effective spokesperson for computing interests. An ability to work well with others within a collegial governance structure is essential.

Letters of application or nomination, including a current vita, salary history, and the names, addresses, and telephone numbers of five references should be sent to:

Joseph A. Potenza, Chair  
Search Committee  
Vice President for Computing  
Office of the President  
Old Queens Building  
Rutgers University  
New Brunswick, NJ 08903

Applications will be processed on a continuing basis. It is anticipated that the successful candidate will be selected by July 1, 1992.

Employment eligibility verification required.  
Affirmative Action, Equal Opportunity Employer.

VICE-PRESIDENT  
For Student Affairs

- Northwestern University -

The Vice-President for Student Affairs is an officer of the University and serves as a member of the President's staff with responsibilities for providing leadership for student affairs.

The Vice-President is responsible for providing direction in the following areas:

- Developing and coordinating programs encompassing student activities and conduct, counseling, guidance, student health, housing, food service and placement.
- Serving as an advocate of student needs while participating in University policy making.
- Overseeing budget and ongoing operations consisting of approximately 240 professionals and support staff.

The qualified candidate should have significant administrative experience relevant to student affairs, strong managerial skills and a demonstrated record of achievement, preferably in a comparable educational environment. An earned doctorate is preferred but not necessary.

For full consideration, nominations and applications should be sent by May 1, 1992 to:

Vice President Marilyn McCoy  
Chair, Search Committee  
Northwestern University  
833 Clark Street  
Evanston, Illinois 60208

Northwestern University is an Equal Opportunity/Affirmative Action Employer and especially welcomes applications from women and minorities.

344,058. Starts August 13, 1992. Application deadline: April 24, 1992 by 5:00 p.m. Obtain application materials from Personnel Office, 7371 Tomkins Hill Road, Burke, California 95011; (707) 441-8830. BEO.

Special Education Teacher track, Assistant Professor, August 1992. Ph.D. preferred. ABD and co-ed. Secondary teaching experience. Teach all levels of undergraduate and graduate courses. Research and publication. Areas of specialization open. Strong commitment to language teaching. Send application letter, vita and letters of recommendation to: Spanish Search Committee for Academic Affairs, 6677 President John F. Kennedy Blvd., Suite 607, New York, NY 10022. Times until position is filled. BEO Employer.

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BROCKPORT  
VICE PRESIDENT FOR ACADEMIC AFFAIRS

The State University of New York College at Brockport invites nominations and applications for the position of Vice President for Academic Affairs. The position will be available August 1, 1992.

**THE COLLEGE:** SUNY College at Brockport, one of 13 comprehensive colleges within the 64-campus State University of New York system, offers integrated programs in the arts, humanities, social sciences, natural sciences, and professional studies at the baccalaureate and master's levels, as well as certificate programs in selected professional areas. Located within the greater Rochester metropolitan area, the College serves a diverse student body of nearly 9,500 students, 57 percent of whom are adults.

**THE POSITION:** The Vice President for Academic Affairs, one of four senior administrative officers, is the chief academic officer of the College and reports directly to the President. The Vice President is responsible for providing leadership and management for all instructional and academic support areas of the College. Reporting to the Vice President are the deans of the Schools of Arts and Performance, Letters and Sciences, and the School of Education; the directors of Library Services, International Education, and the Educational Opportunity Center; the Associate Vice President for Academic Affairs, and the Grants Writer. Salary is competitive and commensurate with experience and qualifications.

**RESPONSIBILITIES:**

- The Vice President for Academic Affairs:
  - ensures academic quality through the development and implementation of policies affecting the academic programs, the periodic evaluation of these programs, and the maintenance of the College's academic standards;
  - oversees the recruitment and selection of all academic personnel, and recommends action on appointment, retention, tenure and promotion of faculty;
  - ensures equal opportunity and affirmative action efforts to diversify the faculty and staff; fosters an environment conducive to collegiality, diverse views and open discussion, and an appreciation and respect for ethnic, cultural and social diversity;
  - serves as a member of the President's staff in the overall planning and management of campus affairs, and chairs the Academic Council of Deans;
  - consults with the Faculty Senate as well as other on- and off-campus constituencies;
  - serves as liaison with central academic administration of the State University; and
  - participates in the development and fund-raising activities of the College.

**QUALIFICATIONS:** The College is seeking a creative, dynamic individual to provide academic leadership and vision. The position requires an earned doctorate and a minimum of five years of experience in higher education at the dean's level or above. The successful candidate will have a commitment to the liberal arts and their relationship to the professions, as well as the ability to work with a multi-racial and pluralistic college community. In addition, all candidates will be evaluated on evidence of the following qualifications:

- leadership in support of faculty development, scholarship and creative activities;
- determination to develop an environment supportive of cultural diversity;
- expertise in comprehensive academic planning and resource allocation;
- leadership in grant acquisition and institutional development;
- effectiveness as a campus spokesperson, involving consultation with on- and off-campus constituencies; and
- understanding of the political, social, and economic forces shaping the future of public higher education.

**NOMINATIONS AND APPLICATIONS:**

Nominations and Applications should be addressed to:

Edward Kelly, Assistant to the President  
400 Allen Administration Building  
SUNY College at Brockport  
Brockport, New York 14420

Nominations for the position will be invited to apply. All candidates must submit a complete formal application, including a letter of interest that indicates how the candidate satisfies the qualifications: (a) current vita and (c) three current letters of reference from individuals who can assess the candidate's qualifications for the position. Review of applications will begin on April 15, 1992 and continue until an appointment is made.

SUNY College at Brockport is an Equal Opportunity, Affirmative Action Employer. Minorities, women, and members of other protected groups are encouraged to apply.

TRINITY COLLEGE  
WASHINGTON

## VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

Trinity College in Washington, D.C., invites applications and nominations for the position of Vice President for Institutional Advancement. Reporting directly to the President, this new position will have senior management responsibility for coordinating the College's operations and activities in development, public relations, alumni relations, and general external relations.

The Vice President for Institutional Advancement will be the chief development officer of the College. In particular, the Vice President will be responsible for the planning and direction of Trinity's fundraising operations (major gift, annual fund, planned gift, corporate and foundation relations, public grants), including the preparation of the College's centennial campaign.

As one of the nation's oldest Catholic liberal arts colleges for women, Trinity today includes more than 1,100 students in the traditional undergraduate program, Weekend College, Continuing Education, and the Graduate Program in Professional Studies.

Candidates for the position of Vice President for Institutional Advancement should have 5-8 years of senior management experience in development, including demonstrable success in fund raising, organizational management, and public relations. Candidates must also be able to demonstrate excellence in writing and oral presentation skills. A baccalaureate degree is required, and an advanced degree is preferred.

The application deadline is April 1, 1992. Letters of application, including resumes, should be sent to:

Trinity College  
Advancement Search  
Box 1000  
Washington, DC 20017

Applications will be accepted through April 1, 1992. Applications should be sent to: Carl H. Hays, Search Committee, Development Office, Room 306, University of Texas, Austin, Texas 78712. The University of Texas is an Equal Opportunity Employer. Women, minorities and persons with disabilities are encouraged to apply.

Special Education Teacher track, Assistant Professor, August 1992. Ph.D. preferred. ABD and co-ed. Secondary teaching experience. Teach all levels of undergraduate and graduate courses. Research and publication. Areas of specialization open. Strong commitment to language teaching. Send application letter, vita and letters of recommendation to: Spanish Search Committee for Academic Affairs, 6677 President John F. Kennedy Blvd., Suite 607, New York, NY 10022. Times until position is filled. BEO Employer.

Special Education Teacher track, Assistant Professor, August 1992. Ph.D. preferred. ABD and co-ed. Secondary teaching experience. Teach all levels of undergraduate and graduate courses. Research and publication. Areas of specialization open. Strong commitment to language teaching. Send application letter, vita and letters of recommendation to: Spanish Search Committee for Academic Affairs, 6677 President John F. Kennedy Blvd., Suite 607, New York, NY 10022. Times until position is filled. BEO Employer.

UNIVERSITY OF WISCONSIN  
LA CROSSE

Assoc. Professor or Chair, Physics

Talented, dynamic person to chair Physics Department starting fall 1992. Entrance into sequences, expand major, requires doctorate in physics or related field; teaching, research, administrative experience. Nominations and applications, to include curriculum vitae, should be sent to: Chair, Physics Department, University of Wisconsin-La Crosse, 803 Connelley Hall, University of Wisconsin-La Crosse, WI 54601. All must be received by May 15, 1992. Women, minorities encouraged to apply. Alphabetical list of nominees and applications, without differentiation, may be released after deadline. ANEOC.

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POSITION ANNOUNCEMENT  
VICE PRESIDENT  
FOR UNIVERSITY EXTENSION  
UTAH STATE UNIVERSITY

Utah State University, founded in 1888, is Utah's land grant institution, nationally and internationally recognized for programs in engineering related to irrigation, water management and space exploration, natural resources management, ecological sciences and agriculture in arid and semi-arid regions with strong programs in the humanities, education, family life, the sciences and business. The quality of the University's educational programs combined with its physical location attracts capable undergraduate and graduate students from across the United States and the world. Located in Logan at the base of the Wasatch Mountains in the Cache Valley of northern Utah, the University and its environment enjoy the high quality of life associated with clean environment and college community. Outdoor activities are unlimited. The University and community provide considerable opportunities for cultural activity.

**Primary Functions:**

University Extension at Utah State University encompasses: (1) the Cooperative Extension Service, traditionally associated with land-grant universities; and (2) Life Span Learning programs, which include the Class Division, Conference and Institute Division, COM-NET Telecommunications system and off-campus Continuing Education Centers.

The Vice President for Extension provides overall leadership for University Extension as one viable, functional unit and serves as the Director of Utah State University Cooperative Extension Service in interfacing with Extension Service, United States Department of Agriculture.

**Major Duties:**

Administer the development and implementation of Extension Programs to meet the needs of the people of the State of Utah through traditional and non-traditional delivery systems including distance education.

Represent University Extension in its administrative and policy functions with the University administrators, ES-USA, County Commissioners, and other agencies and organizations as designated by the President.

Represent University Extension in its policy-making and public relations functions with national, state, and local organizations in support of Extension's missions.

Work with colleges and other units to mobilize and coordinate the resources of the University in support of the Extension Function.

Provide leadership in establishing Extension policies and procedures related to programs, personnel, and other resources.

Develop and administer budgets obtained from state and federal appropriations and other sources in accordance with University policy.

Be responsible for personnel functions such as recruitment, selection, placement, orientation, tenure, promotion and performance evaluations, termination, and salary adjustment.

Administer all aspects of the Equal Employment Opportunity Program and Affirmative Action plan within University Extension.

Work with other major offices of the University to promote the instructional, research, and service missions of the University.

**Relationships:**

Responsible to the Utah State University President for total University Extension program.

Closely coordinate with the Provost and Deans all aspects of academic programs offered through Extension.

Cooperate with others to promote the goals and mission of the University.

Accountable to the Administrator of Extension Service-USA for programs and budgets related to Cooperative Extension.

**Requirements:**

Earned doctorate from an accredited institution of higher education.

Qualified and acceptable for appointment as full professor rank with tenure at USU.

Substantial faculty and/or administrative experience as a Land-Grant University with a sound understanding and commitment to the broad functions of extension. A particular sensitivity to the interactive functions of research and extension in bringing new knowledge and serving the people's needs.

The ability to integrate the overall resources and technology of the total University into the extension function.

A global perspective and keen understanding of the national and international scope of the land-grant system and the inter-dependence of state, national and international economies.

A demonstrated ability to be innovative and creative and to communicate clearly with a variety of audiences.

Broad successful experience in working effectively with people, a demonstrated ability to motivate others and the ability to delegate responsibility and authority.

Ability to manage fiscal, physical, human and other resources in accordance with University policy.

A sensitivity to people with diverse cultural backgrounds and a commitment to Equal Employment and Affirmative Action.

The search will remain open until April 15, 1992, or until a suitable candidate is found. Please send resume and names of five references to:

Dean Joseph A. Chapman, Chair  
Search Committee for Vice President for University Extension  
Utah State University  
Logan, UT 84322-5208  
Telephone (801) 750-2445 Fax (801) 750-2443







## End Paper



### Images of Failure, Ciphers of Oppression

**I**N 1983, the artist Vito Acconci designed three masks on which various historical images were superimposed. "End Mask," a blue-tinted, grinning face, represents a mushroom cloud, a view of a nuclear explosion seen from above. A frowning, black and white "People Mask" shows us victims of Nazi atrocities. And "Red Mask," its mouth agape, sports a detail of a Communist Chinese propaganda poster of three angry youths. Each of these works, if actually worn, would reconstruct the meaning and appearance of the human face, the means by which the self, at least on the surface, is first presented to other people. And Acconci's gesture is loaded, for his masks project images of failure, ciphers of postindustrial exhaustion, oppression, and tragedy of the past half-century.

To wear such a mask is on one level to conform to the kind of anonymity most prized by our conformist society. But the imagery of these masks, while of anonymous subjects, marks the wearer in a way that can only be read as ideological. They reform the means by which one presents oneself to the world—through history itself. In a projection of the self that is eminently fragile and at risk, these masks reject the mythologies of safety and centeredness advanced by the keepers of postindustrial culture. Through their visual recollection of our ruined past, they become allegories of our desolate present.

"Environmental Terror," an exhibition featuring 10 contemporary American artists whose works address environmental issues, such as urban ecology, homelessness, and neighborhood gentrification, will be at the Stephanie Ann Roper Gallery at Frostburg State University, Frostburg, Md., from March 27 through April 15. It will then travel to the 1708 East Main Street Gallery in Richmond, Va. (May 1-30).

The exhibition, which originated at the Fine Arts Gallery at the University of Maryland-Baltimore County, is curated by David Yager, director of the gallery.

The text above is by Maurice Berger, a cultural historian and art critic, and is excerpted from the exhibition catalogue. Copyright 1992, the Fine Arts Gallery, University of Maryland-Baltimore County.

## Ways & Means

Pennsylvania's Gov. Robert Casey has turned up the heat on the four universities that receive operating funds from the state but oppose making their financial records public.

The Governor, a Democrat, has sent letters to the presidents of Lincoln, Pennsylvania State, and Temple Universities and the University of Pittsburgh, urging them to support a financial-disclosure bill that has passed the state House of Representatives but is stalled in the Senate.

Mr. Casey reminded the presidents of the money the institutions get from the state (\$250-million to Penn State, \$135-million to Pittsburgh, \$138-million to Temple, and \$10-million to Lincoln). He continued: "The students and their parents, who pay the tuition dollars, have a right to know how their money is being spent."

Governor Casey also wrote to the chairman of the Senate Education Committee, James J. Rhoades, urging him to take action on the bill. Senator Rhoades said he preferred a bill that his committee is drafting, which would respect the "private" status of the institutions and still provide "fiscal accountability."

The committee's bill would require institutions to disclose the salaries of their 15 highest-ranking administrators, and provide information about university spending for such things as contracts and faculty salaries. Mr. Rhoades said his alternative should satisfy those who had criticized the generous retirement package awarded to the former Pittsburgh president, Wesley W. Posvar. Senator Rhoades, however, said he had not yet decided when he would bring his alternative bill to a vote.

Fresh from his state's winning a hotly sought United Airlines maintenance facility, Indiana's Gov. Evan Bayh has announced plans to spend about \$6-million over the next three years to expand college and technical-training programs in aviation mechanics.

The programs, including new associate-degree offerings in aviation administration and baccalaureate-degree programs in aeronautical technology, will be provided by Vincennes and Purdue Universities. The state also will build a new Aviation Technology Center.

United Airlines bypassed offers from Denver, Louisville, and Oklahoma City in November when it chose Indianapolis International Airport as the site for its new \$800-million maintenance facility. The facility is expected to provide more than 6,300 skilled jobs. Indiana and local governments offered nearly \$300-million in cash and tax incentives to attract the company.

Governor Bayh, a Democrat, said the new college programs should "send a clear signal to business and industry that Indiana will do what it takes to increase the skills, productivity, and competitiveness of Hoosier workers."

## Government & Politics



Linda C. Waddell of Lane Community College: The application-processing companies' service is superior to the Education Department's.

Edmond Vigoul of the U. of Oregon: The free application comes with all the data he needs from the federal government.

### A Debate Over Proposals to Drop Student-Aid Fees

Help for needy students or recipe for 'chaos'?

By THOMAS J. DELOUGHRY  
WASHINGTON

Lawmakers, companies that process applications for student aid, and campus officials are engulfed in a heated debate over proposals that would free many students from having to pay to apply for federal support.

Many lawmakers are frustrated by the failure of their efforts to enable more students to apply for aid without having to pay fees of \$6.75 or more, which they believe discourage needy students from attending

college. They have reacted by inserting proposals into bills to reauthorize the Higher Education Act that they say would help millions more students avoid the fees.

The College Board, which processes 40 per cent of all aid forms, contended in a letter to college presidents that the proposals would "jeopardize the delivery of student financial aid" and lead to chaos for students and parents. Supporters of the

changes charged that the College Board was exaggerating the impact.

The American College Testing Program, the next-largest processor, although quieter in its public statements, also strongly

*Continued on Following Page*

### Campaign to Guarantee Pell Grants to All Who Qualify Ends in Defeat

WASHINGTON  
A campaign to persuade Congress to guarantee Pell Grants to all who qualify ended in defeat last week.

At the same time, proponents of a direct student-loan program saw their vision scaled back.

House Democrats and Republicans working on legislation to reauthorize the Higher Education Act dropped the Pell Grant "entitlement" provision and agreed to a direct-loan pilot project. Their efforts were expected to enable the House to vote on the bill as early as this week.

Democrats on the House Education and

Labor Committee, led by Chairman William D. Ford of Michigan, approved a reauthorization bill in October. But it has become clear since then that they could not get enough votes in the full House to pass the mammoth bill.

#### Opposition From Both Parties

Mr. Ford and the other Democratic sponsors of the bill were opposed by many in their own party who were worried about the costs of replacing the Stafford Student Loan program with a direct-loan system and of making the Pell Grant an entitlement. They also faced stiff opposition from

Republicans and a promised Presidential veto if the bill contained either provision.

Lawmakers still faced one more hurdle last week. Their compromise legislation was still \$1.2-billion above spending limits set in the 1990 budget agreement between Congress and the White House.

Mr. Ford appealed to his colleagues last week to waive the agreement and allow the bill to go to the House floor. But Democratic leaders led by Rep. Leon E. Panetta of California, who chairs the Budget Committee, balked at the idea.

They were leaning toward finding the

*Continued on Page A26*



## Debate Flares Over Proposals to Drop Student-Aid Application Fees

Continued From Preceding Page  
opposes the approach of Congress. "Each of us thinks we have the gospel and everyone else is the villain," says Mark Heffron, ACT's assistant vice-president for financial-aid services.

ACT and the College Board's College Scholarship Service are among four non-profit companies that have government contracts to distribute and process aid applications. The government pays them for processing the federal portion of their applications, but the companies are allowed to charge fees to students for processing "supplemental" questions that many colleges and state-scholarship agencies use in doing out their aid. A total of 8 million applications are filed each year—half of which are free to students.

Lawmakers contend that their proposed changes could free many more students seeking only federal aid from the fees, which begin with a \$9.75 charge for CSS and \$6.75 for

ACT. The fees increase if students apply for aid from more than one college. Lawmakers concede that many private-college students will continue to use applications with fees because their colleges want extra data to help them in distributing institutional aid.

### Increase in Income Ceiling

The reauthorization bill that the House of Representatives could vote on as early as this week would end the practice of collecting data for federal, state, and institutional aid together, and would establish one free federal application. The bill says that colleges or state-scholarship agencies that want more financial data from students could require a second application that charged reasonable fees.

The legislation that the Senate has approved would maintain the single application and try to increase the number of free filers by increasing to \$50,000 from \$15,000 the income ceiling under which

families may complete only a few questions and return the application without a fee.

The bill would also require companies seeking federal contracts to estimate the additional cost to a state-scholarship agency of adding a few questions to the application that could be used to determine eligibility for state aid.

Both bills would make students from very poor families automatically eligible for aid without having to complete a lengthy application. The bills would also require federal contractors to develop methods for allowing continuing students to update financial data each year without having to file new applications.

Lawrence E. Gladieux, executive director of the College Board's Washington office, argues that the House proposal for a single federal form could trigger a proliferation of supplemental forms for state and institutional aid. The sheer number of forms would confuse students, he says, and the applications would

be more complicated because the government would not have the leverage that it currently uses to demand simplicity.

The current system of applying

**"When it comes down to whether you have \$10 to mail a form out, or \$10 to put food on the table, I think food usually wins out."**

for all kinds of aid on one application, Mr. Gladieux says, has been "a vehicle for achieving greater simplicity and for streamlining the system."

Mr. Gladieux and Mr. Heffron at ACT note that both their companies have little-publicized programs that allow low-income students to have fees waived or paid for by their colleges.

Officials at the College Board and other application-processing companies have fewer concerns about the Senate plan, although some say they have doubts about the requirement for adding state-related questions to the federal portion of the application.

### 30% of College Board's Budget

Supporters of the Congressional proposals say the College Board and ACT are opposing reforms because they threaten the future of the student fees, a rich source of revenue. Most of the \$50-million that the College Board received for application processing in 1989-90—which was 30 per cent of the organization's budget—came from student fees. Mr. Heffron of ACT estimates that application processing accounts for \$15-million of that company's \$67-million budget.

Two smaller processing companies—the Pennsylvania Higher Education Assistance Agency and United Student Aid Funds—do not supplement their government payments with student fees.

Those calling for change say the debate that the reauthorization bills have sparked will lead ultimately to a compromise that will allow many more students to file

free applications while maintaining a single form for federal, state, and institutional aid.

The debate has spread beyond Washington to campuses, where many student-aid officers are worried about the proposed changes and are reconsidering whether students should be charged fees to submit applications.

"In some ways, it's a phony issue," Steven E. Brooks, associate director of financial aid at Wake Forest University, says of the fees. "It's the price of a pizza."

He and others argue that many aid applicants are from families earning \$60,000 or more and can afford the fees. They note that the federal government assesses heavier fees on the truly needy by charging an "origination fee" of 5 per cent on every Stafford Student Loan and by allowing loan-guarantee agencies to deduct an additional 3 per cent as an insurance fee.

### Barrier for Some Students

But George Chin, director of financial aid for the City University of New York, says the application fee is a barrier to college for low-income students. "When it comes down to whether you have \$10 to mail a form out, or \$10 to put food on the table, I think food usually wins out," he says.

James B. Appleberry, president of the American Association of State Colleges and Universities, has told lawmakers that the current system has "the perverse effect" of having low-income students at low-cost colleges subsidize the applications of wealthier students at higher-cost institutions. That occurs, he says, because students at the higher-cost colleges that award institutional aid are the ones who need to complete the non-federal questions for which the fees are charged.

Regardless of their opinion about the fees, few aid officers support the House plan to have one federal application and separate ones for state or institutional aid.

But Thomas R. Wolanin, staff director of the House Subcommittee on Postsecondary Education, says having a federal application and a non-federal application in some type of student-aid packet should not be confusing. He likens it to having separate forms for federal and state income taxes.

Mr. Wolanin says lawmakers

## Government & Politics

## Government & Politics

want to build public support for student-aid programs by making students realize that the Pell Grants and Stafford loans that they are applying for are federal programs. "We'd really like to have the federal system stand on its own and be clearly identifiable," he says.

### Result of Frustration

He acknowledges, though, that the proposed reforms are also the result of frustration over the failure of past changes. A free federal form developed in the 1970's has not competed well with commercially produced applications, accounting for only 20 per cent of all applications filed for the 1991-92 academic year.

During the last reauthorization in 1986, Congress required that every contractor begin its applications with a "simplified needs-analysis" section that families earning less than \$15,000 could use to apply for federal aid without a fee. Congress also required that families at any income level seeking only federal aid should be allowed to complete a "federal

**"People get comfortable with the system that they're used to, and it's difficult to look at other ways of doing it."**

core" of questions without having to pay.

Congress's Advisory Committee on Student Financial Assistance reports, however, that 99 per cent of students filing CSS forms for 1991-92 and 86 per cent of those filing ACT forms paid a fee. Some lawmakers and Congressional aides contend that the companies have made it difficult for applicants for federal aid to identify the point at which they can stop and avoid the fee.

CSS and ACT deny that they have misled students and point out that the Education Department approved the structure of their applications.

The Education Department has stepped in at least once to protect students from having to pay fees. Last year it asked the College Board to stop writing letters to students who completed only the core questions and did not pay a fee. The letters suggested that the students talk to their aid officer about whether they should finish the form and pay the fee.

Mr. Gladieux of the College Board says the company has stopped the practice, but he defends it as well intentioned. He and several aid officers say the letters were sent to make sure that students who might be eligible for institutional aid would not be excluded from consideration.

Many student-aid officers say Congressional aides and lawmakers should not be frustrated by their failure to get more students to file free applications. Those administrators say the free federal core cannot compete with the CSS or ACT applications because the service the Education Department pro-

vides to colleges when students file the free form is inferior to what the two companies provide.

"They're not equal products," says Linda C. Waddell, director of student aid at Lane Community College. "They're not even comparable."

Ms. Waddell and some other aid officers say that some of the supplemental questions that follow the federal core and the comprehensive reports that CSS provides to colleges help them to administer federal funds responsibly. They say the extra data and the reports help them find out about students' benefits, increase their chances of catching students who may be lying about their resources, and help identify extraordinary expenses like child-care costs that

can affect the amount of an applicant's federal aid.

Other aid officers at the several public institutions that use free applications disagree. They say their ability to administer federal and state aid properly has not been diminished.

### Free Application in Oregon

Edmond Vigoul, director of financial aid at the University of Oregon, says the eight public colleges in his state have been using a free application from United Student Aid Funds for two years and have not had problems. He says his university receives computer tapes from the federal government that contain all the data on aid applicants that he needs to award aid.

"It certainly meets, and in many

cases surpasses, the quality and level of service we were receiving from the College Scholarship Service," he says.

James R. Craig, director of financial aid at Montana State University, says many aid administrators underestimate the quality of the government's services because they have not kept up to date with improvements that have been made. "People get comfortable with the system that they're used to, and it's difficult to look at other ways of doing it," he says.

Officials at the College Board and ACT have reacted to the criticism of student fees by explaining that some of the revenue is used to distribute literature about financial aid, and to subsidize training sessions for aid officers and high-

school counselors. Critics, however, say that needy students should not be supporting professional training for university employees.

"It's a shame that financial-aid offices don't have the kind of revenue commitments from their institutions that they should," says Sarah Flanagan, a staff member on the Senate education subcommittee. "But I don't think that can be solved by asking poor kids to pay fees."

Mr. Gladieux of the College Board says that the company needs to re-examine whether the fees should subsidize the services. "For a quarter century plus, those things were built in," he says. "That's part of the transition that's going to have to take place and will be forced in coming years."

## Status of Federal Legislation

As of 6 p.m. March 19, 1992. Bold type indicates changes since March 5, 1992.

LEGISLATION	MAJOR PROVISIONS	STATUS
Copyright HR 4412, S 1036	BOTH BILLS: Would change federal copyright law to make it easier for scholars to quote from unpublished documents.	HOUSE: Approved by subcommittee March 12, 1992 SENATE: Passed September 27, 1991 S Rep 102-141
Education research S 1275	SENATE BILL: Would reauthorize the Education Department's Office of Educational Research and Improvement. Would create new programs for research on education in other nations and for exchanges with nations in Central and Eastern Europe.	SENATE: Approved by committee March 18, 1992
Job training HR 3033, S 2055	BOTH BILLS: Would alter the Job Training Partnership Act by providing more money for education and job training for people who are the most disadvantaged. Would link job-training programs supported under the act to state and federal efforts to reform the welfare system.	HOUSE: Passed October 9, 1991 H Rep 102-240 SENATE: Approved by committee March 11, 1992
National Institutes of Health HR 2507	BOTH BILLS: Would reauthorize the National Institutes of Health. Would lift a ban imposed by the Administration on federal support for research involving the transplantation of fetal tissue. Would authorize additional spending on health problems affecting women. Would codify a requirement that clinical trials using NIH funds include women as subjects unless researchers can present compelling scientific reasons for excluding them. HOUSE BILL: Would place new limits on the money universities could receive for the overhead costs associated with federal research.	HOUSE: Passed July 26, 1991 H Rep 102-136 SENATE: Approved by committee February 5, 1992 S Rep 102-263
National Science Foundation HR 2282	HOUSE BILL: Would amend the 1988 law that authorized the National Science Foundation for five years by raising the foundation's budget ceiling for fiscal 1992 to the President's recommended level of \$2.721-billion. The amendments would also allow up to \$40-million to continue the program to renovate research facilities and up to \$33.5-million to start a new program for research equipment.	HOUSE: Passed July 11, 1991 H Rep 102-131
Research facilities S 544	SENATE BILL: Would make it a federal crime to vandalize facilities used for research on animals or to remove animals from such facilities.	SENATE: Passed October 16, 1991 S Rep 102-141
Science education HR 2936	HOUSE BILL: Would authorize new programs at the National Science Foundation, which could receive up to \$35-million annually to provide grants to community colleges for science and technical education.	HOUSE: Approved by subcommittee March 18, 1992
Student aid HR 3853, S 1180	HOUSE BILL: Would reauthorize the Higher Education Act for five years. Would replace Stafford Student Loans, which are provided by banks and subsidized by the government, with a direct-loan program. In which students would borrow government funds from colleges. Would establish new maximum size for Pell Grants, in 1994-95, of \$2,750 plus one-quarter of tuition up to \$1,750. Would exclude the equity a family owns in a home, farm, or business from calculations of wealth used to determine aid eligibility. SENATE BILL: Would reauthorize the Higher Education Act for seven years. Would maintain Stafford Student Loans, with loan limits of \$3,000 a year for freshmen and \$3,500 a year for sophomores, \$5,500 for other undergraduates, and \$9,000 for graduate students. Would establish a new maximum size for Pell Grants, of \$2,300 plus one-quarter of tuition up to \$1,900 in 1993-94. For families with annual incomes of less than \$50,000, would exclude the equity a family owns in a home or farm from calculations of wealth used to determine aid eligibility.	HOUSE: Approved by committee October 23, 1991 H Rep 102-447 SENATE: Passed February 21, 1992 S Rep 102-204
Taxes HR 4210	BOTH BILLS: Would extend a tax deduction for employees on educational benefits provided by employers. Would restore tax benefits, lost in the tax-reform legislation of 1986, on making gifts of appreciated property. Would provide a tax credit for interest on student loans. SENATE BILL: Would create Self-Reliance Loans of up to \$5,000 a year for undergraduates and up to \$15,000 a year for graduate students beginning with the 1993-94 academic year. The borrowers would pay 5, 6, or 7 per cent of their adjusted gross income to the interest Revenue Service until their debts were paid. Would lift a limit of \$150-million on the value of tax-exempt bonds that can be issued by private colleges.	In conference

## WASHINGTON ALMANAC

### CONGRESSIONAL HEARINGS

Since changes frequently occur with little advance notice, it is advisable to check with committees on or near the hearing dates.

### HOUSE OF REPRESENTATIVES

College athletics. April 9. Hearing on senior equity in college sports. Contact: House Energy and Commerce Subcommittee on Commerce, Consumer Protection, and Competitiveness; (202) 225-3160.

Peace Institute. March 25. Hearing on a bill to amend the U.S. Institute of Peace Act, including the establishment of the Spark M. Matsunaga Scholarship Program, which would provide grants to undergraduates to study international peace issues and conflict management. Contact: House Education and Labor Subcommittee on Labor-Management Relations; (202) 225-5768.

Undergraduate education. March 31. Hearing on the quality of undergrada-

ate education. Contact: House Science, Space, and Technology Subcommittee on Science; (202) 225-1060.

### SENATE

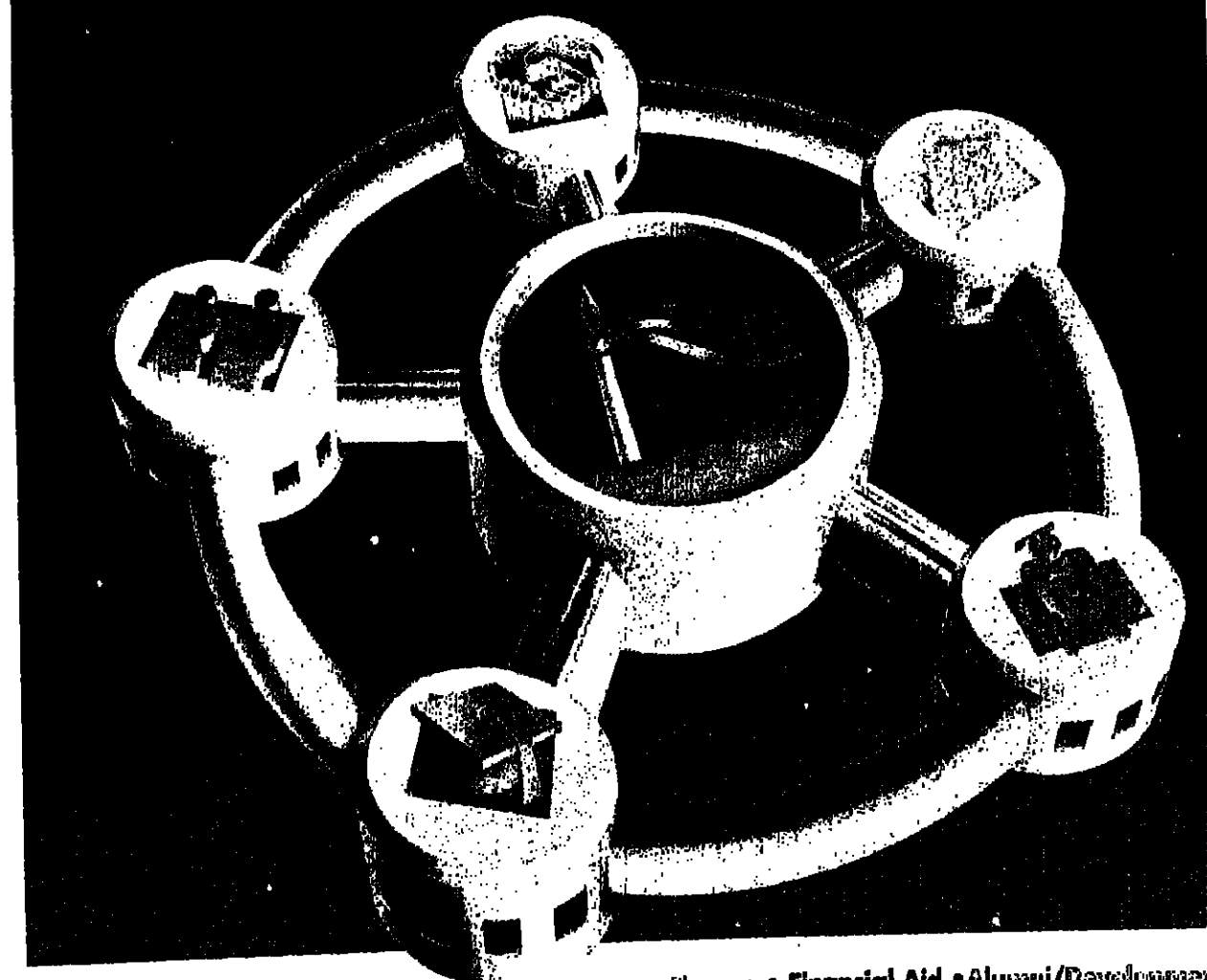
Research. March 26. Hearing on government-financed research at universities. Contact: Senate Armed Services Subcommittee on Defense Industry and Technology; (202) 224-8834.

Technology policy. March 26. Hearing on national technology policy. Contact: Senate Commerce, Science, and Transportation Committee; (202) 224-5115.

IN FEDERAL AGENCIES

Library financing. The Education Department has issued final rules implementing amendments to the Library Services and Construction Act. The rules set guidelines for the State Administrative Program, which provides financing for public and some specialized libraries. (Federal Register, March 17, Pages 9,350-71.)

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## WASHINGTON UPDATE

- Work-study jobs are said to have little relation to academics
- Clash erupts over management of education-research office
- Report asserts the government has trouble filling science posts
- Congress may seek further cut in overhead-reimbursement rate

ing Office, P.O. Box 6015, Gaithersburg, Md. 20877.

—THOMAS J. DELOUGHY

The chairman of a House of Representatives subcommittee and an Assistant Secretary of Education clashed last week over a provision in a reauthorization bill that would create an oversight board for the Office of Educational Research and Improvement.

Diane S. Ravitch, Assistant Secretary for educational research and improvement, took issue with a part of the bill that would create a 20-member oversight board with authority to develop long-term research priorities, establish quality standards, and approve all contract solicitations over \$500,000.

She said such a board would be far too large to be effective, would lead to a confusion of responsibilities with the executive office of the OERI, and would represent "a clear conflict of interest" since board members would be from organizations that received money from OERI. "I think this is a disastrous thing to do to a federal agency," she said.

Rep. Major R. Owens, the chairman of the Subcommittee on Select Education, said that the board's "purpose will be to seek constructive consensus" and that

the various interests of its members will provide a system of "checks and balances." He defended its presence as necessary to provide some continuity for educational research in an office that has been subject to frequent leadership turnover.

Mr. Owens also said the board would give OERI a decision-making structure similar to those of the National Science Foundation and the National Institutes of Health, both of which have boards or councils that approve research grants. —JACK GOODMAN

The federal government is having trouble attracting the most-qualified people to fill key science and technology jobs, partly because of laws that limit the kind of work federal officials can do after they leave government service.

That's the conclusion of a new report from a panel appointed by the Committee on Science, Engineering, and Public Policy, a joint committee under the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine.

The group examined 78 federal jobs, other than Cabinet posts, that involve managing or setting policy for science and technology programs and that are filled by Presidential appointments.

They concluded that the government is having an ever-harder time recruiting and keeping well-qualified individuals. The average time it took the Bush Administration to fill key jobs was nine months—up from six months for the Reagan Administration, according to the report.

The report noted that members of the panel, all of whom are former Presidential appointees, knew of instances in which the person finally nominated for a position was "the 10th, 20th, and even the 30th name on a list of desirable candidates."

The biggest problems, the report concluded, are conflict-of-interest laws that limit which employers federal officials can work for after they leave the government. The report suggested that the laws be revised to focus on restricting improper conduct, "rather than to ban employment with particular employers per se."

—COLLEEN CORDS

Congress may seek additional cuts in federal payments to universities for the overhead costs of research as a way of saving scarce dollars this year.

Most recently, the House Budget Committee, in the annual blueprint it draws up for federal spending, assumed that the gov-

ernment could save about \$300 million either by more cuts in military spending or by new limits on the overhead costs of university research.

The committee agreed tentatively to include that assumption in its report explaining its budget blueprint for fiscal 1993. But after some members of the committee objected, it was dropped before the plan was approved by the full House this month.

Still, university representatives are worried that the idea may surface again. An even larger cut in overhead spending was included among options to reduce the deficit in a recent report from the Congressional Budget Office. The budget committee based its original proposal for a possible cut in overhead rates on that report.

The report noted the new limits the government has already established on the rate that universities can charge for the administrative portion of overhead costs.

The report added that Congress could establish an even lower maximum for administrative costs and add a new limit on the rate universities can charge for facility costs. Those two changes would save the government about \$730-million in fiscal 1993, the report estimated.

The report stated that opposition to such cuts "stems from the need to maintain a healthy university environment." If universities do not receive the full costs of conducting research, "slow decay" could be the result, it said. The report added: "Leaving the rates uncapped only provides incentives to increase overhead at federal expense, resulting in more rapid spending with less actual gain."

—C.C.

## Government &amp; Politics

## STATE NOTES

- Faculty unions vote 'no confidence' in Mass. education chief
- Nebraska aims to reduce duplication at its public colleges
- Idaho's colleges to limit the number of out-of-state students
- Higher education seeks gains from Tennessee tax increase

Angry over budget cuts and what they call a void in leadership, faculty unions at public colleges in Massachusetts are passing votes of "no confidence" in the Secretary of Education, Piedad Robertson.

The goal is "to call the public's attention to the fact that the system is being gutted," says David Lenson, president of the faculty union at the University of Massachusetts system. "It's fallen on the faculty's shoulders to defend these colleges. Nobody else is doing it."

The unions are bitter over Gov. William F. Weld's proposed budget for 1992-93. Governor Weld, a Republican, and Ms. Robertson, his appointee, defend it, saying it would keep state support at current levels and not make cuts. The faculty members contend that is misleading, because Mr. Weld is merely allowing institutions to keep more of their tuition income, rather than providing state funds.

So far, unions at eight campuses have passed no-confidence resolutions. Union officials say they expect chapters at all 29 campuses to pass the resolution soon.

Ms. Robertson says the union votes ignore the increased support for higher education she has helped to generate. She says the union leaders' real aim is to "obtain increased funding for salary wages for their members."

Says Mr. Lenson in response: "It's not greedy to try to get a pay raise when you haven't had even a cost-of-living increase in four years."

—GOLDIE BLUMENSTYK

Nebraska's Coordinating Commission for Postsecondary Education has adopted rules to reduce unnecessary duplication of academic programs at the state's public colleges.

The action was the first major policy enacted by the commission, which was granted new powers in a referendum in 1990 and by the legislature in 1991.

Under the rules, the commission will approve new programs only if they are central to the mission of the institution. Higher-education officials also must demonstrate a need for the programs and must have adequate resources to support them.

The commission will also consider whether a program is offered in a neighboring state that is a member of the Midwestern Higher Education Commission. The commission plans to develop reciprocity agreements so that students will be allowed to pay in-state tuition rates outside their home states for selected programs.

—MARY CRYSTAL CAGE

The Idaho Board of Education has cut sharply the number of partial tuition waivers it will grant to students from other

states under the Western Undergraduate Exchange, a program operated by the Western Interstate Commission for Higher Education.

Under that four-year-old agreement, 12 Western states permit non-resident students to attend state institutions at a reduced tuition rate. Students pay 1½ times the in-state tuition rate. At the Uni-

versity of Idaho, that means they pay about half of the standard non-resident rate.

The Idaho board voted to limit to 600 the number of students coming to Idaho's state institutions under the program, or 492 fewer than are currently enrolled, and to direct that restrictions be placed on enrollments in crowded academic programs. The decision will not af-

fect students who are now enrolled.

Board members said the decision had been prompted by the program's cost and by statistics showing that students from some states could attend Idaho colleges more cheaply than those in their home states. Paul Albright, a spokesman for WICHE, said the commission had no problem with the Idaho decision because states were always expected to determine their own level of participation in the program.

—PETER MONAGHAN

Tennessee Gov. Ned Ray McWherter, a Democrat, has signed a tax package that will generate nearly \$300-million in new state revenues. Although

more than half of the new money is earmarked for public schools, higher-education officials are lobbying to get a substantial portion of the remainder.

About \$230-million will be generated by a half-cent increase in the state sales tax. An additional \$70-million will come from raising business fees and by charging lawyers, accountants, and other providers of professional services a \$200 annual fee.

The Tennessee Higher Education Commission is trying to persuade lawmakers to give colleges and universities about \$51-million in additional state support. Higher-education officials said that the additional money was needed because of enrollment increases.

—M.C.C.

## Campaign to Guarantee Pell Grants to All Who Qualify Ends in Defeat

Continued From Page A23

\$1.2-billion by keeping the 5-per-cent origination fee on Stafford loans and extending it to Supplemental Loans for Students and Parent Loans for Undergraduate Students.

Mr. Ford had proposed phasing out the fee over five years because he views it as an unfair tax on needy students. Students strongly agree and were lobbying last week against Mr. Panetta's proposal.

Meanwhile, students and many college officials were disappointed that lawmakers had to delete the entitlement provision for Pell Grants. They argued that requiring Congress to allocate enough money to make grants to all who qualified would allow students to anticipate the size of their grants because it would end the annual practice of adjusting the number and size of the grants to fit an appropriation.

Opponents argued that entitlement status would be too expensive and that increasing mandatory spending was unwise when the budget deficit is expected to be \$400-billion this year.

The entitlement idea is now dead on both sides of the Capitol, having been deleted from the Senate reauthorization bill before it was approved last month.

"I'm greatly disappointed," said Robert L. Albright, president of Johnson C. Smith University. He criticized members of Congress who he said profess support for education, but do not want to pay for it. "I think they're talking in some ways out of both sides of their mouths."

## Republicans Unhappy

Opposition to replacing the Stafford loan program with direct loans forced supporters of the idea to accept the pilot project. Under the compromise, the Secretary would select colleges to participate in the pilot project that in the previous year had a combined loan volume of \$500-million.

Congressional aides said the project could include as many as 400 colleges and trade schools, depending on the sizes of the institutions selected. Republicans were unhappy with the agreement because they said the annual cost would rise above \$500-million as the participating colleges enrolled more students each year.

"It's so large that it's almost a phase-in," said Rep. E. Thomas Coleman, Republican of Missouri. He said he hoped lawmakers could amend the pilot project before the bill got to the floor.

Under the plan, students at participating institutions would no longer receive Stafford loans, supplemental loans, or parent loans. Government contractors would be

**Opponents say the entitlement would be too expensive and that increasing mandatory spending was unwise in the face of the deficit.**

responsible for collecting the direct loans.

The terms of the loans would be the same as they are in the three guaranteed-loan programs. That means that a needy student would get the benefits of 8-per-cent interest and in-college interest subsidies similar to those in the Stafford program, while a parent would receive the higher interest rate that is charged on PLUS loans.

College officials, who have been divided over the direct-loan idea, were generally pleased with the pilot project.

"We can see what the pitfalls are on a small scale, at least," said

Courtney O. McAnuff, assistant vice-president for marketing and student affairs at Eastern Michigan University. He had opposed a full-scale program because of concerns about increasing the administrative burdens on colleges.

## 'Unsubsidized' Loans

If Democrats and Republicans reach final agreement to proceed with the pilot project, that would insure that some test of the direct-loan concept will be included in the final reauthorization bill that Representatives and Senators must develop in a conference committee. The Senate has shown support for direct lending by attaching a pilot project to tax legislation.

The legislation agreed to by Mr. Ford and Mr. Coleman, the ranking Republican on the House Subcommittee on Postsecondary Education, would continue the Stafford, supplemental, and parent loans for institutions not in the pilot project and create "unsubsidized" Stafford loans for middle-income students.

The unsubsidized Stafford loans are an attempt to extend loan eligibility to middle- and upper-income students who are not needy enough to qualify for regular Stafford loans. The new loans would be un-

subsidized because the government would not pay the interest while the borrower was in college.

Under the House bill, the loan limits for the direct-loan program, Stafford program, and the unsubsidized Stafford program would remain at the current Stafford levels: \$2,625 a year for freshmen and sophomores, \$4,000 for other undergraduates, and \$7,500 for graduate students.

Student leaders and college officials contended that holding the limits level would make college unaffordable for many students. Lawmakers said they could not afford to increase the limits because they had to pay for the direct-loan project and the new unsubsidized Stafford loans.

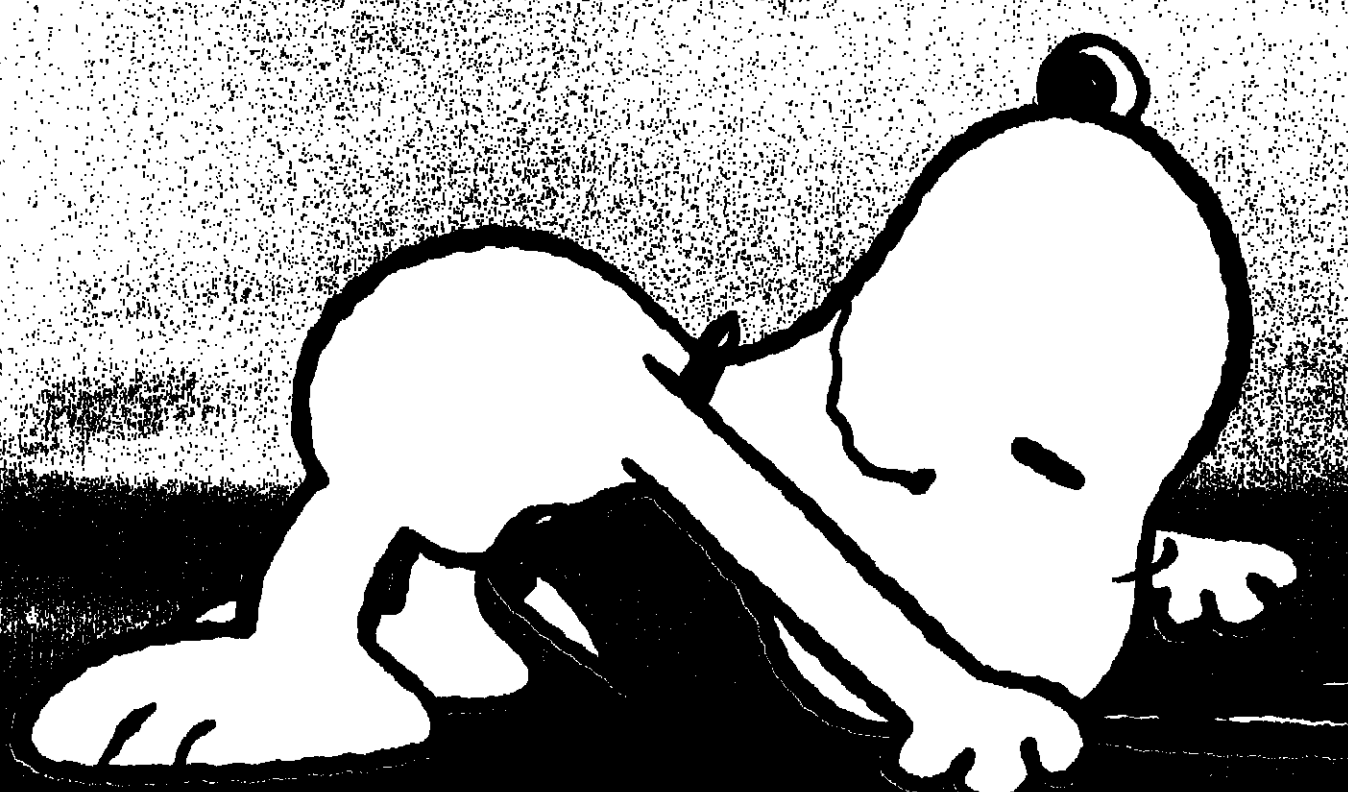
The Senate bill would raise Stafford loan limits to \$3,000 for freshmen, \$3,500 for sophomores, \$5,500 for other undergraduates, and \$9,000 for graduate students.

The provisions regarding Pell Grants and loans were among many changes that Democrats and Republicans agreed to in the compromise legislation, which will be a substitute for the reauthorization bill the education committee passed.

One change was the inclusion of a measure to re-establish accreditation as a requirement for institutions that receive student aid.

—THOMAS J. DELOUGHY

## Government &amp; Politics



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## States to Spend \$1.2-Billion on Student Aid

Continued From Page A1  
their financial need. In 1991-92 the states expect to spend \$1.744-billion on such aid, a 4.1-per-cent increase over last year.

The expected increase is lower than all but two of the actual yearly increases in the preceding decade. Since expected increases are always higher than the actual ones, the report says "this year's actual growth rate may prove to be the lowest in the 23 years" the survey has been conducted.

This year about 1,416,000 undergraduates are expected to receive need-based grants, an increase of 1.3 per cent over last year.

### Few Plan Big Increases

The number of states making big increases in state aid is down. Only 11 expect to increase their need-based aid to undergraduates by at least 10 per cent; 26 expect to increase aid by up to 9 per cent. For the past nine years, an average of 18 states had increases of from 1 to 9 per cent, and an average of 16 states had increases of at least 10 per cent.

Sixteen states expect to make fewer awards to undergraduates than they did last year, and six—Georgia, Hawaii, Iowa, Massachusetts, Missouri, and South Carolina—will award fewer dollars over all to their undergraduates. The biggest reduction is in Massachusetts, which is reducing its spending on grants by 48 per cent—to \$23.7-million from \$46-million.

"Looks pretty dismal, doesn't it?" Jerry S. Davis says of the overall trends. Mr. Davis is vice-president for research and policy analysis at the Pennsylvania Higher Education Assistance Agency, which prepares the association's annual report.

Even in states that are not reporting reductions, however, students and colleges are feeling the pinch.

In Illinois, for example, spending on undergraduate aid is up 0.6 per cent. But because the General Assembly ordered the student-aid commission to return \$10-million to the state treasury, grants for 95,000 students were reduced by an average of \$120 this semester from what students had been promised.

### 'Many Saw a Reduction'

In New York, spending for undergraduate student aid is expected to increase 1.9 per cent—to \$436.6-million this year from \$428.3-million in 1990-91. But many students who expected the planned increases in aid to help offset the rising costs of college were disappointed.

"Many saw a reduction in terms of what they would have gotten," says Francis J. Hynes, vice-president for operations at the New York State Higher Education Services Corporation, which oversees aid programs.

In some states where aid awards have been cut, students were forced to make up the loss themselves. In other instances, colleges



Lynn O. Nicholson of Illinois Wesleyan U. "We felt we would not be meeting our responsibility if we told students, 'Sorry, all bets are off.'"

themselves made up all or part of the lost grants.

"We felt we would not be meeting our responsibility if we told the students, 'Sorry, all bets are off,'" says Lynn O. Nicholson, director of financial aid at Illinois Wesleyan University. His institution added about \$150,000 to its \$4.35-million financial-aid budget to assist 765 students who were affected.

Nationally, about 52 per cent of all the money spent on need-based programs for undergraduates will go to those attending private colleges, the report says.

### Effect on Appropriations

For residents attending private colleges in their home state, the average award is expected to reach \$1,890, up 21 per cent from five years ago. The average award for a public-college student is expected to be \$915 this year, a 26.7-per-cent increase over the past five years. For students attending private colleges outside their home states, the average award is expected to have shrunk over the past five years by more than 14 per cent, to \$701.

The survey also touched on how states' fiscal difficulties were affecting appropriations for financial aid.

Seventeen states said their appropriations had been cut and another eight said their financing remained the same as in 1990-91.

In some cases, the cuts did not cause states to reduce their financial-aid spending because they were able to draw on other sources, such as leftover funds from the previous year or a share of tuition increases. States responded to cuts in a variety of ways: Six said they had cut the amount of their maximum award, nine said they had reduced the amounts of all

requirements for eligibility for particular grants.

Twenty-nine states provide some undergraduate-student aid that is not based on financial need, but typically is awarded for academic merit or to persons who promise to enter certain professions. The amount provided for that category of aid is expected to increase by only 2.1 per cent over 1990-91, or about \$207-million dollars. That small increase appears to signal a shift in direction for states. In recent years the report has noted that spending for grants not based on need had been increasing at a much faster rate than spending for need-based aid. Last year's report, in fact, cited a 14.1-per-cent annual increase for aid not based on need.

### Special 'Categories'

For that category, the survey found that states expected to increase the financing for such programs as merit scholarships and aid for students pursuing particular careers, but to decrease slightly the amount they spend on grants designed to reduce students' costs of attending private colleges. "It may be easier for states to secure program funding for special 'categories' of students than for students in general during periods of fiscal difficulties," the report says.

Only 21 states provide need-based aid for graduate- and professional-school students. This year those states are expected to provide just over \$30-million in aid to 25,470 students. While the dollar amount is a 6.9-per-cent increase over the spending in 1990-91, the number of students receiving such aid will increase by only 296. Copies of the report are available for \$5 from the Division of Research and Policy Analysis at the Pennsylvania Higher Education Assistance Agency, 660 Bous Street, Towne House, Harrisburg, Pa. 17102-1398.

### FACT FILE: State Support for Student Aid, 1991-92

	1990-91	1991-92	Per cent change
Alabama	\$9,085,000	\$8,300,000	-8.6%
Alaska	2,878,000	2,680,000	-2.1
Arizona	3,338,000	3,328,000	-0.2
Arkansas	4,840,000	7,851,000	+62.2
California	184,398,000	189,205,000	+2.6
Colorado	22,766,000	24,280,000	+6.6
Connecticut	20,780,000	20,667,000	-0.5
Delaware	1,480,000	1,567,000	+5.8
District of Columbia	874,000	1,010,000	+15.5
Florida	63,211,000	72,674,000	+15.0
Georgia	20,838,000	20,388,000	-2.2
Hawaii	612,000	661,000	+8.0
Idaho	728,000	759,000	+4.3
Illinois	202,838,000	208,333,000	+2.7
Indiana	47,878,000	56,963,000	+19.0
Iowa	38,487,000	35,882,000	-6.8
Kansas	6,491,000	6,884,000	+6.0
Kentucky	19,984,000	24,075,000	+20.5
Louisiana	4,459,000	5,434,000	+21.9
Maine	4,801,000	5,044,000	+5.0
Maryland	21,282,000	22,101,000	+3.8
Massachusetts	16,000,000	28,748,000	+80.2
Michigan	21,788,000	21,577,000	-1.0
Minnesota	71,898,000	77,878,000	+8.3
Mississippi	1,177,000	1,448,000	+23.1
Missouri	18,628,000	18,840,000	+1.1
Montana	883,000	895,000	+1.4
Nebraska	\$2,192,000	\$2,352,000	+7.3%
Nevada	365,000	377,000	+3.3
New Hampshire	778,000	850,000	+9.3
New Jersey	96,482,000	119,386,000	+23.7
New Mexico	10,866,000	11,855,000	+9.1
New York	460,133,000	463,168,000	+0.6
North Carolina	28,385,000	28,137,000	-0.9
North Dakota	1,469,000	1,924,000	+31.0
Ohio	81,276,000	85,688,000	+5.4
Oklahoma	16,105,000	18,270,000	+13.4
Oregon	11,809,000	11,662,000	-1.2
Pennsylvania	142,897,000	159,181,000	+11.4
Rhode Island	9,638,000	9,137,000	-5.2
South Carolina	17,901,000	16,986,000	-5.1
South Dakota	556,000	570,000	+2.5
Tennessee	13,788,000	13,416,000	-2.6
Texas	26,674,000	28,755,000	+7.8
Utah	2,397,000	2,438,000	+1.7
Vermont	10,333,000	11,292,000	+9.3
Virginia	26,468,000	26,620,000	+0.6
Washington	21,095,000	23,483,000	+11.3
West Virginia	5,559,000	5,806,000	+4.4
Wisconsin	42,933,000	43,778,000	+2.0
Wyoming	212,000	220,000	+3.8
Puerto Rico	17,898,000	17,888,000	-0.0
Total	\$1,918,739,000	\$1,993,944,000	+3.9%

SOURCE: NATIONAL ASSOCIATION OF STATE SCHOLARSHIP AND GRANT PROGRAMS

## Government & Politics

## States Wrestle With Proposals for Higher Tuition

A growing number of higher-education theorists want states to increase tuition substantially at public colleges and to use most of the additional money to expand financial-aid programs. But lawmakers who proposed that approach this year in Minnesota and Washington State found that they could not sell it to enough legislators, students, or university officials.

Supporters of the "high tuition, high aid" approach say that it insures that tax subsidies for higher education are directed through financial aid to students who are the most needy, rather than to middle- and upper-income students who benefit by attending public colleges that use state subsidies to keep tuition rates low.

Students in Minnesota and Washington State objected to the tuition increases, and public-college officials questioned whether student aid should be the top priority for the money generated by higher tuition—particularly if some of the funds go to students at private colleges.

### Some 'Urgency' Removed

The debates this year were also affected by tight state budgets. One of the sponsors of the measure in Washington, State Rep. Ken Jacobsen, said it wasn't philosophy but the state's budget problems that had allowed his bill to progress as far as it did. The measure passed the House of Representatives 96 to 0 but died in the Senate when the Legislature adjourned this month. When budget officials revised their estimates and determined the state did not have as large a deficit as projected, "that took some of

## Government & Politics

the urgency out of the issue," Mr. Jacobsen said.

Under Mr. Jacobsen's proposal, the share of operating costs covered by student tuition would have increased between 20 and 25 per cent, depending on the institution. Washington state residents pay \$2,178 in undergraduate tuition at the two major state universities and \$1,696 at the regional universities. (The national average tuition for a four-year public college this year is \$2,137.)

### Students Oppose a Measure

About \$17.4-million of the \$25-million raised by the increase would have been set aside for financial aid. The bill also would have expanded eligibility for aid so that more students from middle-income families—in this case with incomes up to \$49,000—could receive it.

Student groups opposed the measure, organizing petition drives and letter-writing campaigns in addition to testifying against it at legislative hearings. Mr. Jacobsen had

### "If It's Inevitable, then

the state should

have a system"

to deal with it.

"Let's have the life

rafts ready to go."

been hurt by a lack of support from the public universities, particularly the University of Washington.

They opposed it, he said, because the new revenue "wasn't going to be money controlled by the institution."

Robert O. Edie, director of government relations at the University of Washington, disputed that interpretation. State-university officials were concerned, he said, because much of the new aid would have gone to students at private colleges.

The institutions' leaders also believed there were other needs, such as salaries and equipment, that the state should have supported. "We're not willing to say all new money in higher education should go into financial aid," Mr. Edie said.

### High Tuition Is 'Inevitable'

Mr. Jacobsen said he might introduce the measure again next year, not only because he believes the high-tuition, high-aid approach is proper, but because high tuition, at least, is inevitable. Budget pressures on states will make it so, he said.

"If it's inevitable, then the state should have a system" to deal with it, Mr. Jacobsen said. "Let's have the life rafts ready to go."

The financial-aid proposal debated in Minnesota would have taken the high-tuition, high-aid notion even further. Introduced with the backing of the state's Private College Council, it called for doubling tuition at public colleges and using the new money for financial aid for students at public and private institutions. Students now pay one-third of instructional costs through tuition and the state picks up the other two-thirds; the legisla-

tion would reverse that. Public-college tuition averages about \$1,800 in Minnesota.

"We're subsidizing rich kids' tuition," said State Rep. Mike Jaros, a sponsor of the bill. Now about 8 per cent of the state's higher-education budget goes to student aid. Under the bill, 45 per cent would go to student aid, and the number of students receiving assistance from the state would more than double, to 130,000 from about 60,000.

The legislation is still technically alive, but it is unlikely to be voted upon because it was not passed out of a committee before the Legislature's deadline for bills to reach the floor.

Some critics of the bill said they opposed it because it would use

public-college tuition to make more money available to private-college students. Brian J. Zucker, vice-president for research at the private-college council, said it was true that the amount of money going to private-college students would increase under the plan—to \$54-million from about \$34-million. But he said the amount of money available to public-college students would increase far more dramatically, to \$233-million from about \$35-million.

Mr. Zucker said the newness of the idea, not hostility to private colleges, explained the resistance. "This is a very fundamental kind of shift," he said. "It takes time to bring people around to it."

Even proposals without fundamental changes can be controver-

sial—especially if they cost money.

That might be the only thing to stand in the way of the proposed changes in Kansas, where a committee of college officials has recommended that the state merge its several financial-aid and scholarship programs into a single grant program for undergraduates by 1996-97.

"That's the major void in Kansas," said B. James Dawson, vice-president for student affairs at Fort Hays State University and chairman of the committee.

### New Eligibility Criteria

The state now operates a need-based grant program for students at private colleges and a need-based scholarship program pegged to a

student's American College Testing program scores.

The new grant program would replace those, and also would use different eligibility criteria, because of concerns that the standardized test is biased against minority students.

The new program would be open to any student who had completed an approved college-preparatory curriculum.

"There's no resistance, conceptually, to what we're doing," Mr. Dawson said. But he added that there have been few estimates yet of what the program would require in additional money. Once those figures are known, he said, there could be opposition from the Legislature. —GOLDIE BLUMENSTYK



## Business & Philanthropy

### Faculty Panel Asks Yale to Reconsider Scope of Its Restructuring Plan

NEW HAVEN A group of faculty members has recommended that Yale University scale back a proposed 10.7-percent cut in academic departments and faculty positions and called on the administration to find other ways to close the university's big budget gap.

The group was formed last month in response to faculty concerns about the university's "restructuring" committee. In January that committee issued a series of drastic and controversial recommendations, including the elimination of two departments, to deal with the budget deficit and Yale's deteriorating physical plant.

Administrators say the deficit is as high as \$15-million on its \$800-

million operating budget. The university, they say, could face financial problems for several years.

The 10-member faculty group, headed by Thomas J. Carew, a professor of biology and psychology, recommended some faculty cuts, but they would amount to only 5 percent over five years, compared with the 10.7-percent cut recommended by the restructuring committee. The faculty members also suggested that the university re-examine the faculty cuts in five years to see if the current financial projections had held true.

The committee also suggested that the university reduce the scope of its 10-year building-repair campaign. Some estimates place the total amount of deferred main-

tenance on Yale's campus at \$1-billion. The university expects to spend \$100-million a year repairing its buildings, with money raised in a \$1.5-billion capital campaign scheduled to open this spring.

The faculty group said the university could extend the renovation work on Yale's buildings over 30 years instead of 10, as recommended by the restructuring committee. In addition, the group said the university could spend more of its endowment.

"There is no magic solution," said Mr. Carew. "Neither we nor anybody else thinks that."

#### Widespread Fear and Anger

The report of the restructuring committee prompted widespread fear and anger among Yale's faculty members, many of whom criticized the substance of the recommendations as well as the manner in which the committee identified the departments slated for cuts. They say committee members ignored important information in their deliberations about the departments.

The recommendations of the restructuring committee included eliminating the departments of linguistics and operations research, cutting 114 of 1,067 "junior faculty equivalent" positions, and reducing graduate-student enrollment.

The restructuring committee, organized and headed by Provost Frank Turner, also recommended cutting the Institution for Social and Policy Studies and merging the sociology department and merging engineering programs.

#### 'A Lot More Light'

The final report of the restructuring committee, including comments from the recently formed faculty group, is expected to go to the Yale Corporation next month. Some faculty members say they hope that drastic cuts in programs may be avoided.

"My sense is that there is a lot more light and a lot less heat," said Mr. Carew. "The faculty is aware that feedback matters, and the administration is responsive. That makes a big difference."

—LIZ McMILLIN

### Business School Is Given \$8.75-Million

BERKELEY, CAL. The business school at the University of California here has received \$8.75-million toward the cost of a new building from a local family with long-time ties to the school.

The gift, from the family of the late Walter A. Haas, Sr., of San Francisco, came from four family foundations. It followed the family's \$15-million donation to the school in 1989—a gift also designated for a new facility. University officials say the Haas family's total contribution of \$23.75-million is the largest ever to the Berkeley campus.

Over the years, the family has supported various programs for students and faculty members on the Berkeley campus and at its Haas School of Business,

which was named for Mr. Haas in 1989. A 1910 graduate of the business school, Mr. Haas was president of the San Francisco-based apparel manufacturer Levi Strauss & Company from 1928 to 1955. He later served on the business school's advisory board.

#### \$40-Million Thus Far

With the Haas family's donation, the business school has collected about \$40-million in gifts and pledges for its \$45-million capital campaign. Begun in 1988, the campaign seeks to cover the cost of a new complex to house, under one roof, the school's library, research centers, computer laboratories, classrooms, and faculty offices.

—JULIE L. NICKLIN

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Student aid. For scholarships in the undergraduate college and the school of law: \$500,000 to Fordham U.

**BOOTH FERRIS FOUNDATION**  
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New York 10004  
Support. For programs of faculty and curricular development: \$100,000 to Kalamazoo College.

**JAMES GRAHAM BROWN FOUNDATION**  
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Louisville, Ky. 40202  
Support. For student aid and for a professorship in economics: \$1-million to Centre College (Ky.).

**ADOLPH GOORS FOUNDATION**  
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Denver 80206  
Fund raising. For programs to increase giving by alumni: \$200,000 challenge grant to Colorado College.

**CORRETT FOUNDATION**  
800 Broadway  
Cincinnati 45202  
Music education. For a professorship in musical theater and for a professorship in opera: \$2-million to U. of Cincinnati.

**JESSIE BALL DUPONT RELIGIOUS, CHARITABLE, AND EDUCATIONAL FUND**  
228 Water Street  
Jacksonville, Fla. 32202-4424  
Minorities. For a pre-college program for minority-group students: \$124,145 to Washington and Lee U.

**GEORGE EDWARD DURELL FOUNDATION**  
P.O. Box 847  
Berryville, Va. 22611  
Business. For the institute of monetary science in the school of business: \$3.25-million over five years to Shenandoah U.

**EDUCATIONAL FOUNDATION OF AMERICA**  
36 Church Lane  
Westport, Conn. 06880  
Minorities. For pre-college summer programs for American Indian students: \$350,000 to U. of California at Irvine.

**HOYT FOUNDATION**  
c/o First National Bank Building  
P.O. Box 1468  
New Castle, Pa. 16103  
Facilities. For a physical-fitness center: \$300,000 to Westminster College (Pa.).

**CHRISTIAN A. JOHNSON ENDOWMENT FOUNDATION**  
1080 Park Avenue  
New York 10128  
Faculty. For a faculty-development program for younger faculty members: \$125,000 challenge grant to Washington College (Md.).

**PETER KIEWIT SONS FOUNDATION**  
1000 Kiewit Plaza  
Omaha 68131  
Facilities. For a renovation project: \$375,000 to Doane College.

**SPENCER FOUNDATION**  
900 North Michigan Avenue  
Chicago 60611  
Education. For a study, "Psychological Theory and Educational Reform: From the Committee of Ten to the Bush Initiative"; \$345,100 over four years to U. of California at Berkeley (project director: Ann L. Brown).  
—For the Consortium on Chicago School Research: \$300,000 over three years to U. of Chicago (project director: Anthony S. Bryk).  
Minorities. For a study of correlates of academic success and failure in minority-group students: \$200,100 over two years to Cornell U. (project directors: Lynn Okagaki and Edmund W. Gordon).

#### Gifts & Bequests

California State University at Fresno. For the school of engineering: equipment valued at \$820,000 from Digital Equipment Corporation.

Catawba College. For scholarships: \$100,000 from Claude Hampton, Centre College (Ky.). For scholarships and for unrestricted purposes: \$386,500 from the estate of Jodie McGowan Bailey. —For unrestricted purposes: \$230,000 from the estate of Elizabeth Brown Mollay Dowling.

Columbia University. For a professorship of statistics: \$1-million from Howard Levene.

Elmira College. For the capital campaign: \$1.6-million from the estate of Marion Speldel.

Fordham University. For the Pre-Health Professions Program in the School of General Studies: \$150,000 from Johnson & Johnson Family of Companies.

Michigan State University. For a professorship in the school of hotel, restaurant, and institutional management: \$1-million from Lewis J. and Ruth E. Minor.

St. John's College. For support of programs: \$3.1-million from Maria and Charles Robinson.

University of Alabama. For the school of law: \$500,000 from Charles E. Tweedy, Jr.

University of California at Los Angeles. For awards for distinguished teaching: \$257,500 from Charles and Harriet Luckman.

University of Cincinnati. For a pulmonary-research center: \$7.5-million from Procter & Gamble Company.

—For a professorship of juvenile diabetes: \$1.5-million from an anonymous donor. —For a center for cardiovascular research and education: \$8-million from Merrell Dow Inc.

University of Missouri at Rolla. For a professorship in civil engineering: \$500,000 from John A. Mathias.

University of New Hampshire. For summer programs for students in junior and senior high school: \$500,000 from Marjorie Peterson Carsey.

University of the Ozarks. For the learning center: \$300,000 from an anonymous donor.

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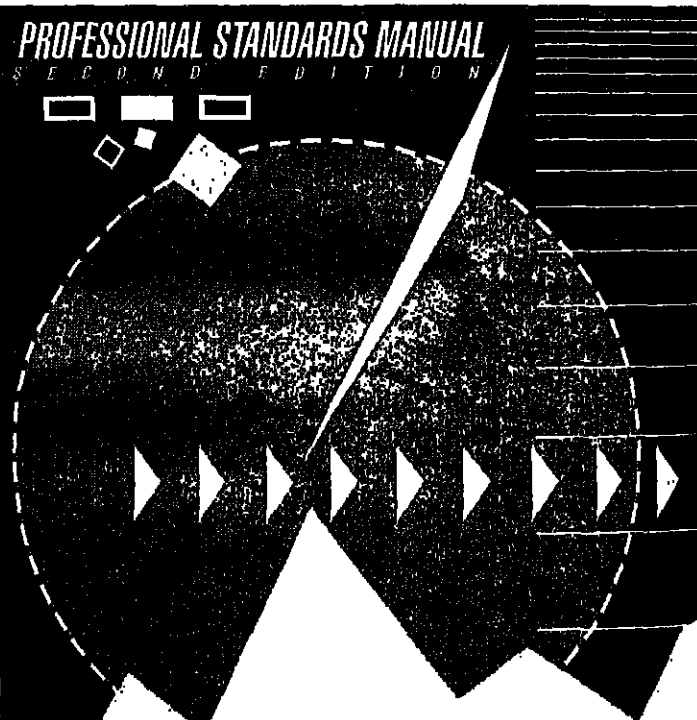
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## Note Book

Five women have reported that they were raped and three others have said they were fondled by men on or near campuses of Rutgers University within the past month.

Seven of the women were Rutgers students. University officials have increased campus police patrols. They also provide counseling for rape victims 24 hours a day through the Dean of Students office and through counselors at campus police offices.

So far, two men—one of them a Rutgers student—have been arrested for two separate attacks. The Rutgers student was charged with rape; the other man, with criminal sexual contact. Four incidents are still under investigation. In the remaining two incidents, the women have not pressed charges. In both of those incidents, the women said they knew the man who they said raped them.

Kenneth Anger is not a household name like Oliver Stone or Spike Lee.

But for students interested in independent and experimental film making, the avant-garde director of such films as *Scorpio Rising* and *Koolhaas Kar Commandos* is a major draw and cult celebrity. Seventeen film-making students at the University of Iowa piled into vans and drove eight hours to attend screenings and lectures by Mr. Anger and other film makers last week at a conference in Michigan to mark the 30th anniversary of the Ann Arbor Film Festival.

The students attended workshops on censorship, computer animation, and various film-making techniques. And, in late-night "film jams" held in the back of a campus bar, they showed their own work—with titles like *Heavy Winter Metabolism* and *Snot Fanny*—to an audience of film makers and film professors.

Mary Slaughter, a second-year master's degree student, said she had been inspired by independent film makers. "These people have a lot of fortitude," she said. "They've had to scramble for funding and jobs. And they've persevered."

When a group of students from Oregon State University are distracted from their studies late at night, it's often by the sound of a siren letting them know that it's time for them to go fight another fire.

Eighteen students at the university are enjoying free rent this year in exchange for serving as volunteer firefighters in Corvallis, Ore.

The students say they like the arrangement because the fire house is close to the campus.

Says Adam Rutherford, a sophomore majoring in engineering: "It's a very enjoyable living environment. People are quieter and more serious about what they do than they are in the dorms."

## Students



Lynn Harvey, a junior at Roosevelt U., designed a major in architectural reconstruction: "If you have a goal, then you should be allowed to shape it."

### Students Who Design Own Majors Are Often at the Cutting Edge

By SUSAN DODGE

From ecological technology to exercise science, students across the country are custom-designing their courses of study and creating majors that allow them to combine often-eclectic academic interests with career goals.

Individualized majors, as they are called on many campuses, have existed for years to satisfy students who do not find a niche in any of a college's traditional departments.

In many cases, the students' creations

have made a lasting impact on higher education. Consistent demand for such majors as women's studies, comparative literature, urban studies, computer science, and environmental studies has led institutions to develop formal academic programs in those fields.

"Students have particular areas of interest that often turn out to be on the cutting edge of areas that are going to be significant," says Edith Swan, associate dean for student academic affairs at Oberlin College. "Sometimes they lead us into curricula

ular areas that we may not have otherwise developed."

#### About 10% Choose the Option

At Oberlin, about 30 juniors and seniors currently are working on self-designed majors. Although institutions do not place a cap on the number of students who can tailor their own, typically only about 10 percent of the undergraduates at most college and universities choose to do so.

On the campuses this year, students

Continued on Following Page



Edith Swan, associate dean for academic affairs at Oberlin: "Students have particular areas of interest that often turn out to be on the cutting edge of areas that are going to be significant."



## Students Who Design Own Majors Are Often at the Cutting Edge

Continued From Preceding Page

have designed majors ranging from the familiar, such as screenwriting and sports medicine, to the esoteric, such as "Documentary Film and Native American Studies" and "Original Performance: a Synthesis of Modern Jazz and Theater." Although such majors may appear narrow, faculty members insist that the specialized topics allow for a broad-based education.

Says David Campbell, a professor in "nations and the global environment" at Grinnell College: "The individualized major embraces the very concept of a liberal-arts education by allowing students with eclectic interests to design an education which would otherwise be unavailable."

### 'Comparative Communism'

For example, Marnie Beth Ulkins, a senior at Grinnell, aspires to a career dealing with foreign policy, but she did not want a traditional academic major such as history or political science. Instead, she designed a major tailored to fit her interests and called it "Comparative Communism: China and Russia." Ms. Ulkins has taken courses in Grinnell's language, political-science, and history departments. "I'm not interested in all of political science or all of history," Ms. Ulkins says. "I am curious about why these two great powers—which are so different historically and culturally—both turned to communism."

Some students say they have

created their own majors because higher education has become too expensive for them to spend their time studying subjects that don't interest them or that don't apply to their career goals. Says Staci Haines, who graduated from Oberlin in 1991: "I was on financial aid and had taken out \$26,000 in loans, so I needed to get everything out of my major that I could."

Ms. Haines designed "Social Paradigms: Change and the Environment," which incorporated courses in sociology, environmental studies, women's studies, and anthropology. She examined ways in which various civilizations dealt with environmental and social problems and investigated ways to promote social change and improve the environment.

Returning adult students also say they appreciate individualized majors because they can zero in on subjects in which they are already interested.

### Architectural Reconstruction

Lynn Hurvey, a computer specialist for the Railroad Retirement Board in Chicago, returned to college part time in 1989 in hopes of beginning a new career. She wants to use computer-assisted design and laser technology to develop blueprints to reconstruct South Carolina homes and buildings that were built in the early 1800's and have since been destroyed.

Ms. Hurvey, now a junior at Roosevelt University, says she was thrilled when she learned that

she could design her own major in architectural reconstruction, including courses in computer technology, architecture, and history. "If you have a goal, then you should be allowed to shape it," she says.

Colleges and universities often place more-stringent academic requirements on students who are designing their own majors to insure that they take core courses in a variety of subjects. Many also require such students to complete a senior project or thesis, even if students in traditional majors are not required to do so.

### Senior Project Required

At Indiana University, for example, students in the Individualized Major Program who are focusing on areas in the arts and sciences must complete core requirements in natural sciences, arts and humanities, and social sciences, as well as finish a senior project.

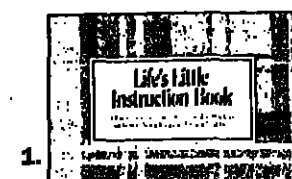
Each student with a self-designed major has two faculty sponsors who approve his or her academic schedule each semester. At Indiana University, undergraduates with traditional academic majors are not required to complete a senior project and have only one faculty adviser.

On other campuses, students who want to design their own majors must appear before committees of faculty members and administrators who question them in detail about their plans. Students at the University of Massachusetts at Amherst must submit a 6- to 10-page proposal outlining their course of study and write papers at the end of each term detailing their progress. They are required to

write a senior research paper related to their major and a senior summary and abstract reflecting on their studies. Their schedules are monitored by two faculty advisers and a supervisor in the university's individualized-major program.

Some higher-education officials say that the students who design their own academic majors often are so interested that they study harder and earn better grades than people in traditional majors. Susan

## What They're Reading on College Campuses



1. **Life's Little Instruction Book**, by H. Jackson Brown, Jr. —
2. **The Firm**, by John Grisham —
3. **Fried Green Tomatoes at the Whistle Stop Cafe**, by Fannie Flagg — 8
4. **The Prince of Tides**, by Pat Conroy — 2
5. **You Just Don't Understand**, by Deborah Tannen — 5
6. **Heartbeat**, by Danielle Steel —
7. **Wayne's World**, by Mike Myers and Rubin Ruzan —
8. **The Seven Habits of Highly Effective People**, by Stephen R. Covey — 3
9. **Revolution From Within**, by Gloria Steinem —
10. **Disney's Beauty and the Beast** —

The Chronicle's list of best-selling books was compiled from information supplied by stores serving the following campuses: American U., Baylor U., Bucknell U., Carleton College, Carnegie Mellon U., Case Western Reserve U., Central Michigan U., Dartmouth College, Denison U., Idaho State U., Iowa State U., Kent State U., Lawrence U., Lehigh U., Marquette State U., Montana State U., New York U., North Dakota State U., Pennsylvania State U., Portland State U., Princeton U., San Francisco State U., Southern Methodist U.,

Stanford U., State U. of New York at Buffalo, Tulane U., U. of California at San Diego, U. of Hawaii, U. of Illinois at Urbana-Champaign, U. of Iowa, U. of Maine, U. of Missouri at Columbia, U. of Nebraska at Lincoln, U. of New Orleans, U. of Pittsburgh, U. of Puget Sound, U. of Southern California, U. of Texas at Austin, U. of Wisconsin at Madison, U. of Wisconsin at Milwaukee, Washington U. (Mo.), and Wichita State U. Reports covered sales of hardcover and paperback trade books in February.

## Students

## Side-lines

Another basketball coach named Valvano has had a run-in with academic administrators at his college.

This time the coach is Bob Valvano, younger brother of Jim, who resigned under pressure at North Carolina State University amid investigations into rule breaking and academic abuses in April 1990.

Bob Valvano was fired this month as men's basketball coach at Catholic University of America after college officials complained that his "coaching and athletic philosophy is not consistent with that of this university."

In a letter that the coach released to local reporters, the university said it was dismissing Mr. Valvano for three reasons: He used "vulgar and abusive language," he let several players who were of legal drinking age buy beer after the team's first victory in 1989, and he gave his players tampons after a loss last year to suggest that the team was performing like girls.

The players rallied to the coach's side. They called the incidents minor and urged Catholic to reconsider the dismissal.

Mr. Valvano himself said he regretted some of his actions, and he apologized for them. But he noted that most of the episodes had taken place long ago, and said university officials had not mentioned them to him before. Mr. Valvano promised to fight to keep his job.

University officials declined to comment last week. But after a meeting with Mr. Valvano and his lawyer, the university said it would reconsider his dismissal.

A decision is expected this week.

The U.S. Justice Department has told the University of Nevada at Las Vegas that it is not investigating charges of point shaving by current or former players.

In a letter to Carolyn Sparks, chairwoman of the University of Nevada Board of Regents, John C. Kenney, a deputy assistant attorney general in the Justice Department's criminal division, said it had never started an investigation and had no plans for one.

A published report last month that federal law-enforcement officials were investigating the possibility that UNLV players had shaved points sparked the latest round of controversy at the institution, prompting the basketball coach, Jerry Turkkanian, to try to rescind the resignation that he had submitted. Mr. Turkkanian vowed to defend his name and the reputation of his players.

Meanwhile, San Diego State University hired Tony Fuller, an assistant coach at the University of California at Los Angeles, as its men's basketball coach, ending speculation that Mr. Turkkanian might be offered the job. Mr. Turkkanian's top aide, Tim Orgurich, accepted a post with the Seattle SuperSonics of the National Basketball Association last week.

## Athletics



The panel's William C. Friday: "Change is being brought about by the people who are most intimately involved in intercollegiate athletics."



Richard D. Schultz, head of the NCAA: The survey's result tells college officials "that what they're doing is making a difference."

## Knight Panel Praises Sports-Reform Movement but Sees 'a Long and Hazardous Road' Ahead

WASHINGTON

The movement to reform college sports has made significant progress in the past year but faces "a long and hazardous road" ahead, the Knight Foundation Commission on Intercollegiate Athletics said last week.

The panel offered that conclusion in a follow-up to its much-heralded March 1991 blueprint for sports reform. In last year's report, the Knight panel said that the system of big-time sports was out of control,

and it made a series of recommendations designed to rein it in.

### A 'Solid Start'

Last week the commission said it believed college officials had made a "solid start" toward addressing the problems that had eroded public confidence in sports programs and the colleges that sponsor them.

The panel also released a survey by L.H. Research, conducted by Louis Harris, sug-

gesting that the reform efforts had diminished public concern about big-time sports. The survey found that 47 per cent of those questioned in February believed college sports were "out of control," compared with 75 per cent a year ago.

The commission credited leaders of the National Collegiate Athletic Association, including its executive director, Richard D. Schultz, and its presidents' commission, with winning approval of tougher ac-

Continued on Following Page

## Advocates of Women's Sports Vow to Keep Equity Issue at Center Stage

By DOUGLAS LEDERMAN

NEW YORK

Seeking to capitalize on a growing awareness of their cause, advocates for women's sports called last week for a national campaign of litigation and lobbying to force colleges to comply with laws barring sex discrimination.

A panel of sports officials, lawyers, and other advocates gathered at a press conference here to tell college administrators: Comply with the law now, or we'll see you in court later.

"It's time to send a message to the old boys' network that they had better make room for women and girls," said Richard Lapchick, executive director of Northeastern University's Center for the Study of Sport in Society.

### Lobbying Group Gets New Leader

The advocates said that recent events had thrust the issue of gender equity to the forefront of the college-sports agenda for the first time in nearly 15 years. Those events included a Supreme Court decision last month giving victims of sex discrimination the right to sue for damages and the release of a National Collegiate Athletic Association study that they said demonstrated the unequal treatment of men's and women's sports programs.

They gathered here last week for what they viewed as the latest event in that series: the announcement that one of the most respected (and, in some quarters, feared) female administrators in intercollegiate sports was leaving the college ranks to lead a national lobbying group.

Ironically, the press conference introducing Donna A. Lopiano, director of women's athletics at the University of Texas at Austin, Continued on Following Page



Donna A. Lopiano of U. of Texas at Austin: "Colleges have grown complacent with the lack of enforcement of the law."

## America's Young People Pessimistic About Race Relations

Continued From Page A1

dents to be more tolerant of those from different backgrounds.

Peter D. Hart Research Associates, which conducted the survey for People for the American Way, also did one-on-one interviews with some of the survey participants. The results were compiled in a report, "Democracy's Next Generation II," which was released at last week's press conference. An earlier report, on a survey about citizenship issues, was issued in 1989.

### Influence of Politicians

The report's authors maintained that their study showed that politicians had been successful in influencing the public's views on affirmative action. The authors noted that more young people opposed giving minority candidates "special preference" for college admission and jobs than opposed giving "special consideration."

"When you ask youth about special consideration, many of them will say, 'Yes we ought to lend a helping hand,'" said David Crane, vice-president of People for the American Way. "When you shift to preference, the tide turns. There is a feeling that preferences are not fair. The rhetoric we've been hearing from politicians about quotas has exploited fears and created a perception among whites that they are being discriminated against."

Fifty-one per cent of the whites said they were opposed to colleges' giving special consideration to minority students, and 65 per cent opposed special consideration for minority job applicants. But when the word "preference" was substituted for "consideration," 64 per cent of the whites said they opposed such approaches in education and 78 per cent opposed such efforts in employment.

Blacks and Hispanics, however, still felt such efforts were needed to compensate for discrimination. Seventy-four per cent of the blacks and 57 per cent of the Hispanics supported special consideration for minority applicants in college admission. Further, 60 per cent of the blacks and 43 per cent of the Hispanics said employers should give special consideration to minority job applicants.

As with whites, support dropped when the word "preference" was substituted for "consideration." Fifty-two per cent of the blacks said colleges should give special preference to minority candidates, and 40 per cent said employers should give special preference to minority job applicants.

When asked what could be done to help solve the nation's racial problems, 37 per cent of the young people questioned said that giving more scholarships to minority students would "help a great deal." Forty-one per cent said that requiring students to take classes in the

history and culture of various groups would help. Only 32 per cent of the students said that punishing students who used racial slurs would help solve society's racial problems.

### Areas of Agreement

The survey did find areas in which white and minority respondents agreed and other areas that showed race relations could improve. The authors found that a majority of the young people interviewed believed in the value of the family and said that education, hard work, and a fair chance were the keys to success.

In addition, 55 per cent of those surveyed said they believed race relations were "getting better." More than 70 per cent said "they had a close personal relationship" with a person of another race. While most of the young people interviewed said they thought that racial integration was a "very important" goal for the nation, more black and Hispanic youth believed it was a significant goal than did whites.

But the authors also found that many young people "still cling to stereotypes, all the while maintaining personal friendships that fly in the face of those stereotypes."

Copies of the report are available for \$11.95 each from People for the American Way, 2000 M Street, N.W., Suite 400, Washington 20036.

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## Advocates for Women's Sports Vow to Keep Equity Issue at Center Stage

Continued From Preceding Page  
as executive director of the Women's Sports Foundation took place in a bastion of the male-dominated sports world, the Heisman Trophy Room of New York's Downtown Athletic Club.

In the same room where college football's most coveted award is bestowed each year—the walls are lined with pictures of men's men like Glenn Davis, Paul Hornung, and Roger Staubach—advocates for women's athletics criticized the huge sums of money spent on the sport and plotted a strategy for helping women to get a larger share of that money.

"With the NCAA study, we now have proof of massive, blatant, and wholesale violation of Title IX at virtually every institution," said Arthur Bryant, a lawyer whose group, Trial Lawyers for Public Justice, has represented female athletes fighting to keep their teams from being dropped by their colleges. "We have to let schools know that if they won't comply with the law voluntarily, we'll try to force them to do it whether they like it or not."

### "Threat Never Materialized"

Ms. Lopiano, a former professional softball star who built one of the country's top women's sports programs at Texas and is viewed by athletics officials of both sexes as a dynamic advocate for women, said the women's-sports movement needed a new approach because the Education Department's Office for Civil Rights, which is responsible for enforcing Title IX, had done little since the late 1970's.

"During the first four or five years of Title IX, there was a threat of OCR's really coming down heavily on colleges and universities with

the loss of federal funds," Ms. Lopiano said. "That threat never materialized. Colleges have grown complacent with the lack of enforcement of the law, and they have not continued to try to make progress."

### NCAA Study Cited

As proof of the lack of progress, she and others cited the NCAA study on gender equity, which showed that female athletes got fewer than a third of the athletic opportunities and athletic scholarships and less than a quarter of the money spent on sports over all (The Chronicle, March 18).

Michael L. Williams, Assistant Secretary of Education for civil rights, said in an interview last week that he would not comment on the office's performance before he took over in July 1990. But since then, he insisted, OCR has redesigned its Title IX manual, initiated compliance reviews at several colleges, and drafted a letter warning college presidents not to violate Title IX when they cut sports teams. That letter, which was circulated to selected college officials last month, will be sent to presidents shortly (The Chronicle, February 5).

"All of those suggest and evidence that we are becoming the kind of enforcement agency in this area, and others, that we want to be, and that the public wants us to be," said Mr. Williams.

### Signs of Movement

Although most of the panelists agreed that the civil-rights office had begun to show signs of movement on Title IX (Ellen Vargyas, senior counsel for the National Women's Law Center, said OCR had "finally moved out of its en-

forcement black hole") it cannot be counted on to enforce the law alone, they said.

In the last two or three years, enforcement has tended to depend instead on a patchwork campaign aimed at individual institutions. Mr. Bryant, for instance, helped athletes at the Universities of Oklahoma and New Hampshire and the College of William and Mary to win reinstatement of their teams by threatening a lawsuit. While he plans to continue that strategy—he is now talking to athletes at Brown and Northeastern Universities—a more coordinated effort is needed, Mr. Bryant said.

He and others here proposed a "national, coordinated legal strategy" to pressure the NCAA, the civil-rights office, and individual colleges to come into compliance.

The civil-rights office, they said, should begin a much more active enforcement campaign, like the one it pursued when Title IX was established in 1972. Peggy Kellers, executive director of the National Association of Girls and Women in

Sports, said the Education Department should require colleges to meet certain standards by certain dates, and then conduct regular compliance reviews to insure that they were meeting the requirements.

### Proposal by Big Ten

A similar strategy must be pursued at the NCAA level, Ms. Lopiano and others argued. True compliance with Title IX is impossible in collegiate athletics without a meaningful distribution of already existing money, she said. Most sports programs are already short on cash, and new opportunities for women are most likely to come at the expense of the costly football and men's basketball programs.

Individual colleges cannot make major, unilateral cutbacks in those sports without damaging their competitiveness; hence major cutbacks, such as in the number of football players and scholarships, she said, can be achieved only by a group of colleges.

## Knight Panel Praises Movement to Reform College Sports

Continued From Preceding Page  
academic requirements at last January's NCAA convention, and plotting a course that it hopes will produce other significant changes. Mr. Schultz, in turn, credited the panel for putting constructive pressure on the NCAA and helping to point out the way to reform. The panel noted that 10 of its 20 recommendations had been addressed in some way by the NCAA since March 1991.

"The message today is that change is being brought about by the people who are most intimately involved in intercollegiate athletics," said William C. Friday, co-chairman of the Knight panel and president emeritus of the University of North Carolina system. "We're on our way."

The results of the Harris survey suggested that many Americans agree with Mr. Friday's analysis. The 28-point drop in the percentage of people who believed sports were out of control suggested, Mr. Harris said, that "the impression is being made that something's being done by those in power."

"There's a feeling that the presidents have finally found the steel in their backbones to step up and take control," he added.

Mr. Schultz called the finding "music to my ears." He said it would send a message to sports officials "that what they're doing is making a difference."

### Certification Program

Despite its applause for what has been achieved thus far, the Knight Commission said a great deal still remained to be done. The Knight Foundation has agreed to keep the commission alive through next spring—at a cost of \$3-million.

The task immediately before the NCAA, the panel said in its report, is the establishment of a certification program that will hold each college accountable for the academic, financial, and administrative conduct of its sports program. Such a program is expected to be consid-

ered at the annual meeting of the NCAA next January.

Beyond that, the commission said, the NCAA must find a way to deal with the escalating financial pressures on sports programs and, specifically, with the lack of equity between male and female athletes. More generally, the panel said, the association must create a structure that insures the continued pre-

**"There's a feeling that the presidents have finally found the steel in their backbones to step up and take control."**

idents themselves must stay committed to the reform movement over the long run. Chief executives must not give in to the "danger of despair," the panel's report said. "The battle for reform cannot be won if it is waged in fits and starts," the report said. "We urge our colleagues in the world of intercollegiate athletics to persevere. The short-term reward will be athletics programs free of academic abuse, financial irregularities, and the suspicion that 'the program' defies academic control. But the long-term benefits will belong to student-athletes, and rightfully so, because their welfare is what college sport is all about."

The results of the Harris survey suggest that the public is far from convinced that college officials can clean up the mess in college sports.

Seventy-three per cent of the survey respondents said that rules violations in sports had undermined the ethical image of colleges, and 43 per cent still did not believe the colleges could solve the problems on their own, without federal or state legislation.

## Athletics

One possible model for the NCAA can be found in a proposal now under consideration by the Big Ten Conference, which would require each college to meet certain minimum requirements to remain a member. For instance, the proposal would require the proportion of female athletes at each college to be at least 40 per cent of all intercollegiate athletes within five years, and to match the proportion of women in the student body within 10 years.

John DiBiaggio, president of Michigan State University and chairman of the Big Ten committee studying equity, said that if the league adopted such a proposal, it would probably promote a comparable plan in the NCAA as a whole.

Ms. Lopiano has always argued that legal action should be a last resort, and she reiterated that position last week. But she fully endorsed the idea of a national campaign that would include at least the threat of litigation.

"I hope the prospect of our putting that together makes it unnecessary," she said. "But history shows things only happen when there's an outside impetus."

## Dispatch Case

The presidents of three scholarly organizations have written a letter to Sen. David L. Boren expressing their concern that a new federally financed program to spur study abroad will be undermined by its ties to government intelligence agencies.

Senator Boren, a Democrat of Oklahoma and chairman of the Senate Intelligence Committee, was the author of the National Security Education Act of 1991, which is designed to increase opportunities for undergraduates to study abroad and to support the training of more specialists in languages and area studies (The Chronicle, December 4). The legislation was developed in part to provide federal intelligence and security agencies with a bigger and better-qualified pool of experts on critical regions and languages.

The program is to be administered by the Defense Intelligence College, and the Director of Central Intelligence is among the members of its advisory board.

While it was working its way through Congress, the legislation was criticized by some lawmakers and higher-education officials for the way it suggested links between the intelligence agencies, students, and universities. The final language of the bill included an express prohibition on the use of students in the program for any intelligence-gathering activities.

Just the same, the presidents of the three groups—Edmund Keller of the African Studies Association, Lars Scholitz of the Latin American Studies Association, and Barbara Aswad of the Middle East Studies Association of North America—said there were problems.

"We gratefully acknowledge your efforts to insulate this program from the perception that the NSI is intended principally to serve intelligence-gathering functions," their letter stated. "Unfortunately, our experiences suggest that this perception will remain a significant obstacle to the implementation of the program. The end result will restrict the flow of information from the region to the United States; erode our basic research capacity on Africa, Latin America, and the Middle East; and limit on-site training opportunities in languages, cultures, politics, and economics."

The letter urged that the program be administered by a federal education agency, not the Defense Intelligence College, and that the CIA director not be a member of the advisory board.

In response, Senator Boren said in a statement: "We worked closely with the education community in drafting this legislation and, as evidenced by the widespread endorsements from universities, colleges, and educational organizations around the country, we have listened to their concerns and made changes to the legislation that address these concerns."

## People In Athletics

Bruce D. Bryde, associate director of athletics and baseball coach at Widener U., to athletics director.

Jeremy Foley, senior associate director of athletics at U. of Florida, to director.

W. G. Gowan, football coach at Jackson State U., to athletics director.

Sheriff Hanko, athletics director at Quincy College (Ill.), has resigned.

Gordie Howell, athletics director at Rollins College, has resigned, effective August 31.

Dennis Lambert, athletics director at U. of Vermont, has resigned, effective at the end of the academic year.

Michael Plozek, assistant director of athletics at Rutgers U., to athletics director at U. of Maine.

Lawrence Welke, athletics director at Salt Spring U., has retired, effective August 31.

## International

### End of Cold War Said to Require Shifts in Exchanges

Officials seek to reduce the role of governments

By PAUL DESRUISSEAU

WASHINGTON

The end of the cold war and the dissolution of the Soviet Union call for new ways to conduct the business of international scholarly exchange and communication, say officials of organizations involved in U.S. academic relations with other countries.

In particular, they say, if researchers in the United States are to develop normal and ultimately productive relationships with their counterparts in Russia and other former republics of the Soviet Union, the role of government in those dealings must be refined and, eventually, sharply reduced.

### 'Not What Scientists Want'

Of foremost concern to exchange officials is the need for scholars in the former Soviet Union to be given responsibility for shaping and managing such programs as well as the freedom to independently develop cooperative relationships with their counterparts abroad.

"Centralized exchanges run by the government bureaucracy are not what scientists over there want," said Cassandra Turczak, program officer for Central Europe and Eurasia at the National Academy of Sciences. "They don't want to hold onto the old system; they want to adopt a market-driven approach, one that is based on merit."

Said Allen H. Kassof, executive director of the International Research and Exchanges Board: "Government is too blunt an instrument to manage scholarly exchanges. This should be in the hands of scholars."

The speakers made their remarks before an audience of three dozen top education

Continued on Page A37



Chinara Djakipova, Kyrgyzstan's Minister of Education: "Fortunately, a lot of our republic's history was transmitted orally, so we are able to reconstruct it."

## Kyrgyzstan's Education Minister Plunges In With an Ambitious Blueprint for Reform

WASHINGTON

Four weeks ago Chinara Djakipova was a history professor at the national university in her native Kyrgyzstan, one of the Central Asian republics of the former Soviet Union. Then the president of the newly independent state got a look at her proposal for a top-to-bottom reform of education in the country. He promptly named her Minister of Education.

In that role, Ms. Djakipova was in Washington this month as part of a delegation of top education officials from the 15 republics of the former U.S.S.R.

While apologizing to almost everyone she met for being so new to her post, Ms. Djakipova spoke with authority and determination about her country and its plans for education.

"One of our main challenges is to improve the quality of knowledge we are giving students," she said. "It is a tragedy that our children know Russian history but not Kyrgyz history. We now have to liberate our education from ideology."

### Rewriting History Textbooks

The change in her duties came, she explained, just as she was plunging into a new and important project—rewriting the history textbooks used in her country. She was putting Kyrgyz history back in, she said, and pulling Soviet history out. "Fortunately, a lot of our republic's history was transmitted orally," she said. "So we are able to reconstruct it." She regretted having to turn the project over to others, but said she would return to it as soon as her education reforms were implemented.

In comments made in public meetings and in responses to a reporter's questions, Ms. Djakipova sketched a picture of a nation that was thrilled finally to have an opening to the West and was planning to make the most of it. She even brought with her to Washington a supply of posters promoting tourism in Kyrgyzstan, a remote

Continued on Page A37

## Long Shuttered by Israel, Palestinian Universities Face Financial Crisis and Unprepared Students

HERBERT M. WATZMAN

JERUSALEM

As they struggle to return to normal after as many as four years of Israeli-enforced closure, the Palestinian universities in the occupied West Bank and Gaza Strip find themselves faced with restless students, inadequately prepared freshmen, and a financial crisis that threatens to force drastic cuts in staff and programs.

Two years ago the Israeli Ministry of Defense began allowing Palestinian universities to reopen, on the condition they not be used by students as staging grounds for protests against Israel. Israel's decision to close the campuses—which has drawn criticism from outside the country—was intended to prevent such occurrences.

Israel's interest in improving its image abroad had much to do with the reopening of the campuses.

Now, with all 17 of the two-year colleges

and 5 of the 6 universities in the West Bank and Gaza Strip open, students indeed are putting limits on their campus political activities.

In general, they appear to be holding their political gatherings indoors, and they are especially careful not to allow anything resembling a demonstration to leave the campus grounds. The Israeli army has for the most part avoided entering the campuses, although a few confrontations between students and soldiers have been reported.

### Bir Zeit U. Remains Closed

One institution remains closed. It is Bir Zeit University, probably the best known of the Palestinian institutions and the one where student political activity—sometimes violent—most frequently provoked the ire of the Israeli authorities. Its two

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## End of Cold War Said to Require Shifts in Philosophy of Exchanges

Continued From Page A35

Officials from Russia and the former Soviet republics, and more than 100 leaders of U.S. education organizations and agencies.

The delegates from the Commonwealth of Independent States, the three Baltic republics, and Georgia were in Washington for a round of meetings with sponsors of exchange programs and officials of the World Bank, the Department of Education, and other groups. They came to the United States as guests of the Comparative and International Education Society, whose president, Stephen P. Heyneman, a World Bank official, raised \$150,000 from private sources, including the Soros Foundation, to sponsor the delegation. Members of the group spoke about plans for reforming education in their countries at the annual meeting of the education society, which was held in nearby Annapolis, Md.

### Told to Seize the Opportunity

At a two-day Washington meeting on academic cooperation, organized by the U.S. Information Agency, the officials from the former U.S.S.R. were told many times that they needed to seize the opportunity to conduct educational and scholarly relations in new ways, and that replicating the old system, even under their "democratized" governments, was a prescription for failure.

Mr. Kassof, a long-time leader of U.S. scholarly-exchange efforts, made it clear that he was also calling for the United States to get out of the business of administering such programs. The involvement

of the U.S. government in the role of "micro-administrator of academic exchanges" was no longer a useful or appropriate one, he said.

"The embassies played an important role in these programs in the Soviet Union and in other nations during the cold war," he said, "but this is 1992 and time to change the thinking."

Mr. Kassof said the management of academic exchanges, including the Fulbright program, should be turned over to non-governmental organizations on both sides, "leaving the governments out of it, except as providers of funds."

Asked to respond to Mr. Kassof's comments, the USA, which administers the Fulbright exchange program, issued a statement through a spokesman, William B. Reinckens: "We have a long history of administering academic-exchange programs in cooperation with private organizations representing the academic community and under the supervision of the J. William Fulbright Foreign Scholarship Board. Peer review in the selection of participants is universally recognized as an integral aspect of the program."

Mr. Kassof criticized the low level of financial support being provided by the United States to support scholarship both on the former Soviet Union and in it. "Having made it through the cold war, we ought to be doing more," he said.

### 'Disappointingly Slow Pace'

Dan Davidson, executive director of the American Council of Teachers of Russian, lamented the "disappointingly slow pace" in the



Vladimir Shorin of Russia: "Our government has taken steps to eliminate the monopolization of science."



Allen H. Kassof of IREX: "Government is too blunt an instrument to manage scholarly exchanges."

growth of student exchanges. "We really haven't gotten beyond the token and symbolic," he said. "We're talking about exchanges involving only hundreds of students, out of college enrollments of 5.5 million on each side."

Mr. Davidson said that, this being an election year, "it's hazardous for political leaders to even talk about assistance for international education, but political leadership is what's needed."

Many officials spoke of the problems that exchange organizations are having in the former U.S.S.R. A focus of many complaints was the insistence by the Commonwealth states that foreigners pay

for all travel in their countries in hard currency.

The economic problems in the region were called a threat to academic exchanges because they increase the likelihood of corruption.

The tyranny of yesterday and the corruption of today were two notes sounded often. Edward Dneprov, Russia's Minister of Public Education, grew tired of the references and responded accordingly. "You can go on kicking a horse when it's down if you want, but that will not make it get up," he said. "We need to find a horse that we can ride on together, and maybe then we will get someplace."

Vladimir P. Shorin, chairman of

the committee for education and science of the Russian parliament, rose from the audience to "correct a few misperceptions."

It was not true, he said, that things were being done in the same ways as in the Soviet era. "We have legislation now in parliament that will provide the basis for a new education system and the formation of new organizations to be involved in scholarly and educational exchange," he said.

"Our government has taken steps to eliminate the monopolization of science and has set up a billion-ruble fund to support this."

"No system is perfect," he added, "and even under its monopoly position, our academies achieved a great deal in all kinds of science."

Vladimir G. Kinelev, chairman of Russia's State Committee on Higher Education, said in an interview that university reforms being undertaken included the introduction of systems to license, accredit, and rank educational institutions.

Other reforms, he said, dealt with a general diversification of higher education and decentralization of its management, as well as changing the content of the social sciences and retraining professors.

### 'Some Old Rules Still Apply'

Turkmenistan's Minister of Education, Nursakhat Bairamsakhatov, said it was important for everyone to bear in mind that "even with these great changes, some of the old rules still apply."

Wesley A. Fisher, director of International Research and Exchanges Board programs with the countries of the former U.S.S.R., said: "You may not be aware of how bitter our experience was, having to deal with your bosses in the bureaucracy all those years, and it now would be good to try to do it in a new way."

Mr. Fisher said Russia and its neighbors should establish "a central point of access" for foreign scholars to assist them in their research. He also called for support for electronic-communication links that would enable scholars to have direct and instantaneous contact "on a non-commercial basis."

—PAUL DESRUISSEBAUX

## Kyrgyzstan's New Education Minister Has Ambitious Blueprint for Reform

Continued From Page A35

and mountainous land on China's northwest border.

Ms. Djakipova said standardized testing was the first education concept she planned to borrow from the West. Basing university admission on the results of such tests would help put an end to the bribery that has largely determined who would gain access to higher education in Kyrgyzstan and other former Soviet republics, she said. "Right now our schools are in a more healthy state than our university and institutes, which have been destroyed by this system."

The country's 2,000 schools enroll one million students. The higher-education system includes four institutes and the 13,000-student University of Kyrgyzstan, located in Bishkek, the capital.

### 'Corruption, Protectionism'

Speaking sometimes in English but mostly in Russian through an interpreter, Ms. Djakipova told of how "corruption and protectionism" had, up to now, prevented the democratic changes in her country from having much impact on education. That, she said, should start to change next month, when reforms take effect.

Besides the move to standardized testing and the revamping of course content, the changes in

higher education include the legalization of private institutions and the establishment of a merit-scholarship system.

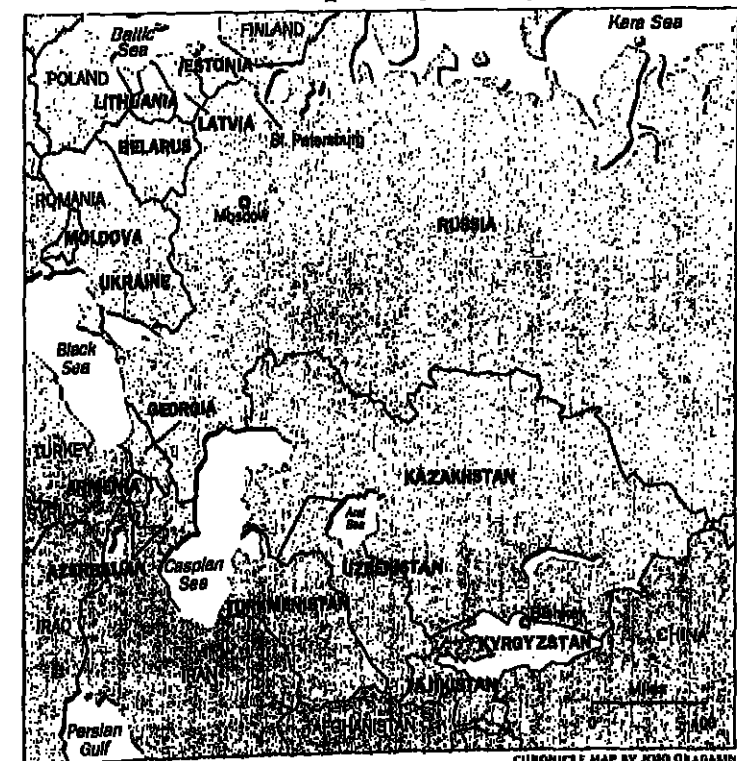
Teachers and professors, who had worked under a "tenure for life" system, will now be signed to annual contracts, a change that is expected to reduce corruption.

The degrees offered at the university are to be restructured along the lines of U.S. higher education. "The incompatibility of diplomas made it difficult for us to integrate our education with that of other countries," said Ms. Djakipova, who earned her doctorate at Moscow State University.

For the time being, she said, control of higher education will remain centralized. "Our institutes want to be independent and elect their own chiefs, but from past experience we know they usually elect the worst people because it's more comfortable that way," she said.

One change that Ms. Djakipova laments is the lowering of the level of compulsory education to 9 years from 11 because of scarce financial resources. "We worry about losing the intellectual level," she said.

Illiteracy, she said, is virtually non-existent among the population of 4.5-million. Most students leave school knowing Kyrgyz and Russian. She plans to make English the country's third language.



The two big problems in the schools, she said, are rundown facilities and poor pay for teachers, who earn only about \$5 a month.

According to the World Bank, the average per-capita annual income in Kyrgyzstan is \$1,000. "The bank told us we were above the world average in economic

standing, even though we consider ourselves poor," Ms. Djakipova said. She quickly added, however, that the country was rich in resources.

"We hope and have faith," she said, "that in the near future things will get better."



## Palestinian Universities Struggle to Return From Years of Closure

Continued From Page A35

campuses—the original one in the town of Bir Zeit and a new one on the road to Ramallah—have been off-limits to its administrative staff, faculty members, and students for more than four years.

During that time, Bir Zeit succeeded in establishing a system of off-campus classes that functioned as a sort of underground university and now serves some 2,000 students. Still, the university has no access to its library, laboratories, and other vital facilities.

A spokesman for the Israeli civil administration on the West Bank said Bir Zeit will be allowed to reopen when the civil administration and Ministry of Defense are satisfied that it will not serve as a center for anti-Israel agitation.

Two weeks ago, when the Israeli army extended Bir Zeit's closure order for two more months, it also said it would begin consultations with officials of the institution on the question of reopening it.

### Uprising Is in Its 5th Year

The attempt by the institutions to return to normal while the Palestinian uprising against Israel—the *Intifada*—continues has been at best only partly successful. The continuation of the uprising, which is now in its fifth year, means curfews and travel restrictions that often prevent students from getting to their campuses. And the political atmosphere in the occupied territories remains charged.

"It's not easy for a student from

Deheishe to have a clear mind for study," says Musa Darwish, Bethlehem University's press spokesman. Deheishe is a refugee camp on the West Bank that is the site of frequent clashes between Palestinian activists and the Israeli army.

In an effort to keep campus politics under control, the Bethlehem University Student Council recently decided to ban from the campus any activists who mask their faces—a practice typical of those who lead the stone throwing and slogan painting, and of those who have attacked Israeli soldiers and civilians.

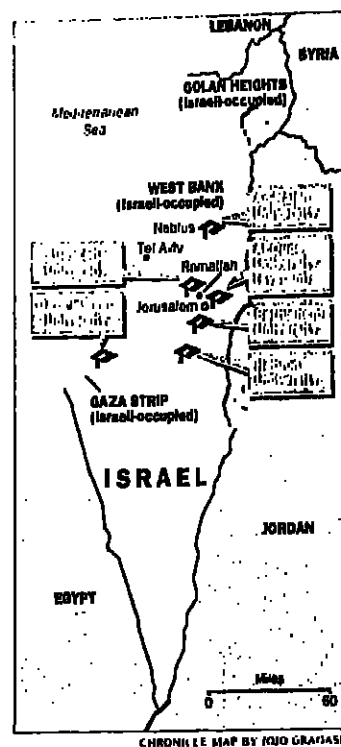
"We felt that in an academic institution it is not a good thing to have masked people walking around," explains Ibrahim Salib, a member of the Student Council.

Mr. Salib contends that the Israeli army occasionally sends soldiers disguised as masked activists to infiltrate campus political organizations. A spokesman for the Israel Defense Forces said he had no comment on whether Israeli soldiers had used disguises to enter the Bethlehem campus. The army never discusses its strategies and means of action, he said.

Mr. Salib argues that students are now willing to regulate political activity on their campuses.

"Before the *Intifada* the universities were the only places where there were demonstrations and political activities," he says. "Now there are demonstrations all over."

The shift in the pattern of student political activity is not the only



change from pre-*Intifada* days. No less significant is the number of entering freshmen. The years of closure produced a huge pool of high-school graduates anxious to get a college education but prevented from starting their studies. The economic depression that has accompanied the uprising in the West Bank has only increased their numbers. Families that once would have sent their children to study abroad can no longer afford to.

Bethlehem University, a Roman Catholic institution sponsored by the Vatican, has just begun its fourth semester since being allowed to reopen at the end of 1990. It has 1,050 freshmen, two and a half times as many as in a normal

entering class. And many of the freshmen are unprepared for college. All high schools were closed by the Israelis for several months during the first year of the *Intifada*, and even when they reopened, many students preferred the action on the streets to the classroom.

### 'It Must Be a Policy Decision'

Anton DeRooper, a member of the Christian Brothers order who is Bethlehem's vice-chancellor, says the Israeli army has kept its distance from the campus and has not interfered with the university's operations. "It's very different from how I knew it from before, so it must be a policy decision," he says.

Some say a severe shortage of funds is a more immediate threat to the future of Palestinian higher education than are the Israelis. Since the Persian Gulf war, the outside money on which the West Bank universities always depended for most of their budgets has dried up. The Association of Arab Universities, which has served as a conduit through which financial support from Arab countries and Palestinian organizations was provided to the Gaza and West Bank universities, has transferred no funds for the past five months.

"Most of the money came from Iraq, Saudi Arabia, Kuwait, and the other Gulf States, and those countries are no longer giving money to the association," reports Gabriel Baramki, vice-president of Bir Zeit University. The funds dried up, he explains, both because of the costs of Iraq's invasion of Kuwait, and as a result of the changing political alliances in the region.

Since the Palestine Liberation Organization sided with Iraq in the war, Kuwait, Saudi Arabia, and other Gulf States have cut off their support for Palestinian causes.

Mr. Baramki declines to say how much the Palestinian higher-education system has lost in outside financing over the last year, but does say that all institutions are currently dipping into their employee pension funds to meet their payrolls.

The universities also are getting less money in tuition than they used to. Tuition charges always have been extremely low at Palestinian universities and have covered on the average only about 15 per cent of operating costs. None of the Palestinian universities has an endowment of any kind. But tuition rates—quoted in Jordanian dinars—have remained static nominally since before the *Intifada*, and have not been raised even to take into account the dinar's significant loss in value.

The lack of funds and late payment of salaries have led to labor disputes on several campuses.

The financial crisis is likely to peak in the next few months, Mr. Baramki says, as staff and faculty contracts come up for renewal. If contributions from Gulf states do not resume and no new sources of funds are found, he adds, the universities will have to close down some of their departments and operations.

Still, the Palestinian university community remains optimistic—perhaps because it has no other choice.

"A lot of yesterday's dire predictions have not come to pass," Brother DeRooper says. "The future is not in our hands, so we just have to get on with the present."

## International

## Name Dropping

AFTER months of speculation, last week George Nigh, former Governor of Oklahoma, was named president of the University of Central Oklahoma. He will succeed Bill Lillard, the university's president for the past 17 years. Among those present for the announcement was Oklahoma's current Governor, David Walters, who said: "In a Presidential election year, a lot of governors around the nation aspire to be President. I just didn't think George would make it this fast."

There is a requirement in Texas that the Board of Regents of the University of Texas System make a public announcement 21 days before electing a "chief executive officer of any component institution of the System." Last week the board gave such notice concerning the chancellorship of the system. However, in an unusual turn, there was only one finalist: William H. Cunningham, president of the system's Austin campus. If Mr. Cunningham is elected at the regents' meeting scheduled for April 9 in San Antonio, he will become the seventh chancellor in the 109-year history of the University of Texas, and will succeed Hans Mark, who returns to teaching and research September 1.

The third time was the charm for Melvin J. Reynolds. After losing to him in the last two primaries, Mr. Reynolds bested incumbent Rep. Gus Savage in the Democratic primary in Illinois last week. Mr. Reynolds, a former Rhodes Scholar, has been a member of the faculty at Roosevelt University, where last year he taught a course called "Politics Inside Chicago."

Pete Chalos, the mayor of Terre Haute, Ind., did not consult Indiana State University before he issued a press release saying the university should consider Norman Schwarzkopf in its search for a new president. The retired general was not among the finalists named last week.

Last week David P. Gardner, who will retire October 1 as president of the University of California, was named to succeed Roger W. Heyns as president of the William and Flora Hewlett Foundation on January 1. Mr. Heyns, a former chancellor of the University of California's Berkeley campus, will continue as a director of the foundation, of which he has been president for 15 years.

As part of a settlement with a black administrator at the University of Minnesota, Dayton's chain of department stores has apologized. Alonzo Newby, minority-affairs coordinator for the College of Biological Sciences, charged that two white security guards had beaten him after falsely accusing him of shoplifting.

In a statement, Dayton's said, "We sincerely regret and apologize that Mr. Alonzo Newby was mistakenly stopped and felt mistreated by our staff. If we have failed to provide a comfortable shopping environment to any member of the community, and specifically the several communities of color, we sincerely apologize." Mr. Newby said he would donate \$10,000 of the undisclosed cash settlement (reported to be at least \$100,000) to the university for minority scholarships.

John H. Keiser, fired last September as president of Boise State University, is one of the seven finalists to succeed Thomas J. Clifford as president of the University of North Dakota.

## Universities Hope de Klerk Landslide Will Revive International Contacts

By LINDA VERGNANI

CAPE TOWN

The landslide vote last week to continue constitutional negotiations toward a post-apartheid government ended fears here of a renewed academic boycott and opened the way to foreign investment and greater ties with universities overseas.

Robert Charlton, vice-chancellor of the racially open University of the Witwatersrand, said he hoped American universities "would change their stance to divestment in view of the outcome of the referendum."

### A 'Great Advantage'

Mr. Charlton said he was "absolutely delighted" with the vote. "Our relationships with the world of learning, which have already started to become much freer, will continue to blossom, and this will be to the great advantage of the country and its people," he said.

Some college officials in the United States said the overwhelming Yes vote proved South Africa was irreversibly headed for a multiracial government. Reinvestment, they said, would bring the economic growth necessary to quicken the change. "There is no real practical point in maintaining a posture of disin-



Students in Cape Town celebrate after learning that South African whites voted overwhelmingly to support the government's steps to dismantle apartheid and negotiate a new multiracial government.

vestment," said Robert I. Rotberg, president of Lafayette College, which never had a divestment policy. The vote should encourage colleges to "abandon divestment policies as outdated and no longer purposeful," he added.

Others disagreed. They said

American colleges must wait until changes in South Africa are made permanent by law. "Ratification of the constitution will be the moment to start the reversal of divestment policies," said David Adamany, president of Wayne State University.

In his victory speech, Presi-

dent F. W. de Klerk said the referendum's victory was the death knell of apartheid.

At a press conference, Mr. de Klerk was asked whether he had changed his feelings about the possibility of creating a single unified education department before a new constitution was draft-

ed. (There is now a separate department for each racial group.)

He replied, as he had done consistently in the past, that such a step required changing the constitution, and he therefore would not take it on his own.

### 'We Have Already Started'

Mr. de Klerk said his reform program's landslide victory did not give him the authority to "suddenly start doing important things unilaterally which we have already agreed should flow from negotiations." He said, however, that administratively "we have already started to do fundamental reforms" in education.

John Samuel, head of the African National Congress's education department, said he agreed that revamping the organization of the education system should wait for an interim government. However, he said all government education officials could be brought together now under a central authority to talk about such issues as the best use of available resources. That step, he said, could lead to some short-term progress toward solving what he termed "the national education disaster."

Julie Nicklin in Washington contributed to this report.

## Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS



John H. Crabtree  
Furman University



Rev. Howard P. Bielchner  
Catholic University of America



Mary Beth Almeda  
University of California  
Extension



William C. Moran  
Lander College



Claire Ettaugh  
Bradley University

■ **New college and university chief executives:** College of Notre Dame of Maryland, Sister Rosemarie Nassif; Georgia State University, Carl V. Patton; Lander College, William C. Moran; Stanford University, Gerhard Casper; University of Central Oklahoma, George Nigh; Wheaton College (Mass.), Dale Rogers Marshall.

■ **Other new chief executives:** William and Flora Hewlett Foundation, David P. Gardner; New York Academy of Sciences, Rodney W. Nichols.

## Appointments, Resignations

Mary Beth Almeda, director of independent study at U. of California extension, to director of the extension unit's new Center for Media and Independent Learning. John B. Adamany, director of the Institute for International Peace Studies at U. of Notre Dame, to dean of the school of law at Saint Louis U., effective July 1. Forrest C. Benedetti, director of human-resource services at U. of Missouri System, to director of human-resource management at Louisiana State U. Sue Marquie Bishop, assistant dean for graduate studies and professor of psychology and mental-health nursing in the school of nursing at U. of South Florida, to dean of the college of nursing at U. of North Carolina at Charlotte. The Rev. Howard P. Bielchner, executive director of the Secretariat for National and Priestly Formation at National Conference of Catholic Bishops (Washington), to rector of the Theological College at Catholic U. of America.

Kevin J. Boatright, director of university communications and special projects at U. of Wisconsin at Platteville, to special assistant to the vice-president for university relations at U. of Wisconsin System. Gary Bukowski, director of institutional advancement at Mercyhurst College, to vice-president. Joyce M. Carter, manager of employment services in the department of human resources at Wright State U., to director of the department. Gerhard Casper, provost of U. of Chicago, to president of Stanford U., effective September 1. John H. Crabtree, vice-president for academic affairs at Furman U., has announced his retirement, effective December 31. John F. Dietrich, dean of student affairs at Dalton College, to dean of students at Dowling College. Claire Ettaugh, professor of psychology at Bradley U., also to dean of the college of liberal arts and sciences. Rebecca Shelman Flewelling, assistant to the president at Tufts U., to assistant to the president at Brown U. Timothy Fuller, professor of political science at Colorado College, to dean of the college, effective in July.

David Grimm, director of communication for City of Boulder, Colo., to director of media relations at U. of Colorado. Kermit L. Hall, former professor of history and of law and director of faculty development at U. of Florida, to dean of the college of arts and sciences at U. of Tulsa. Thomas C. Heyden, director of college admissions at Oberlin College, to vice-president for admissions and financial aid. Patricia Hernandez, associate general counsel at Texas Tech U., to director of contracting and risk management. Wayne B. Johnson, consultant in Pennsylvania, to director of alumni relations at Lincoln U. (Pa.). Anthony Jones, president of the school of the Art Institute of Chicago, to director of Royal College of Art (London), effective in September. Hanna Hill Kay, professor of law at U. of California at Berkeley, to dean of the school of law, effective July 1. Steve Kerr, director of development for athletics at Butler U., to director of the annual fund. Margaret L. Langan, assistant vice-president for operations at U. of Scranton, to associate vice-president.

Continued on Following Page



## Gazette

## Continued From Preceding Page

**Harry J. Leamy**, head of AT&T Energy Systems Research and Development (Dallas), to director of the applied-research center at U. of North Carolina at Charlotte.

**Bill Lillard**, president of U. of Central Oklahoma, has announced his retirement, effective June 30.

**Joan S. LaGros**, associate director of admissions at Mount Holyoke College, to director of reunions and volunteer development at Gettysburg College.

**Dele Rogers Marshall**, academic dean at Wellesley College, to president of Wheaton College (Mass.).

**John J. McLaughlin**, associate director of development at Graduate School and University Center of City U. of New York, to director of corporate and foundation giving at State U. of New York at Stony Brook.

**William C. Moran**, vice-president for academic affairs and dean of the college at Francis Marion College, to president of Lander College, effective July 1.

**Slater Rosamaria Nasar**, executive vice-president of College of Notre Dame of Maryland, to president, effective July 1.

**George Nigh**, former Governor of Oklahoma, to president of U. of Central Oklahoma, effective July 1.

**Carl V. Patton**, vice-president for academic affairs at U. of Toledo, to president of Georgia State U.

**William H. Reid**, adjunct professor in the Center on Rural Elderly at U. of Missouri at Columbia, to chairman of social sciences at Maryland College.

**Rosalyn C. Rohman**, regional president of Crohn's and Colitis Foundation of America (Philadelphia), to executive assistant to the president at Hahnemann U.

**Nancy Roderer**, acting director of the health-sciences library at Columbia U., to director of the medical library in the school of medicine at Yale U.

**Yacov Shamaiah**, director of the school of electrical engineering and computer science at Washington State U., to dean of the college of engineering and applied sciences at State U. of New York at Stony Brook, effective August 15.

**Claudia R. Smith**, president of Lake Erie College, has resigned.

**Malinda M. Smolik**, member of the faculty at Germaine Lawrence School (Arlington, Mass.), to director of general education and of the Chelsea campus of Bunker Hill Community College.

**Monte G. Wray**, assistant general secretary for colleges and schools at General Board of Higher Education for the United Methodist Church (Nashville), to vice-president for internal affairs at High Point U.

**James H. Young**, chancellor of U. of Arkansas at Little Rock, has announced his resignation, effective December 31.

**Deaths**

**Richard J. Colwell**, 63, former professor and chairman of English at St. Clair County Community College, February 21 in Port Huron, Mich.

**Robert E. Craig**, 65, president of East Texas Baptist U., March 4 in Marshall, Tex.

**Charles E. Dikerson**, 48, instructor in history at Glendale Community College and former director of third-world affairs at Carleton College, March 4 in Rochester, N.Y.

**Palmer Lowell Edwards**, 68, professor emeritus of physics at U. of West Florida, November 14 in Pensacola, Fla.

**Jack S. Gray**, 81, former basketball coach at U. of Texas at Austin, March 7 in Austin, Tex.

**Bernard Hendricks**, 51, director of student affairs at Florida A&M U., March 2 in Tallahassee, Fla.

**John Koeppe**, associate professor of biology at U. of North Carolina at Chapel Hill, January 19 in Chapel Hill, N.C.

**Helmut Lehmann-Haupt**, 88, former professor of library science at U. of Missouri at Columbia and former curator of the rare-book department in the library at Columbia U., March 11 in Columbia, Mo.

**Richard G. Nelson**, 77, professor emeritus of physics at Ohio State U., March 3 in Columbus, Ohio.

**Paul E. Patton**, 71, former football coach at St. Lawrence U., January 24 in Saratoga, N.Y.

**David P. Gardner**, president of U. of California, to president of William and Flora Hewlett Foundation, effective January 1.

**MISCELLANY**

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**Bernard H. Offord**, vice-president for education at Apple Computer Inc., has resigned.

**Virginia A. Hodgkinson**, vice-president for research and executive director of the National Center for Charitable Statistics at Independent Sector, has announced her resignation, effective in December.

**Rodney W. Nichols**, former executive vice-president of Rockefeller U., to chief executive officer of New York Academy of Sciences.

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for Advancement and Support of Education, Chicago. Contact: (202) 328-5900.

**3-4: Critical thinking.** "Critical Thinking/Critical Literacy: The Challenges of Technology, Culture, and Creativity" conference, Oakton Community College, Chicago. Contact: Lorenz Boehm, (708) 635-1831.

**3-4: Institutional advancement.** District Council for Advancement and Support of Education, Hyatt Regency Hotel, Albuquerque, N.M. Contact: CASE, (202) 328-5900.

**2: Assessment and teaching.** "A Day at Alverno College: A Seminar on Teaching and Assessing Student Abilities," Alverno College, Milwaukee. Contact: Alverno Institute, (414) 382-6087.

**2: Freshman-year experience.** "Freshman-Seminar Instructor Training," workshop, University of South Carolina and other sponsors, Kansas City, Mo. Contact: (803) 777-6029.

**2: Fund raising.** "Volunteer Management," seminar, Nova University, Fort Lauderdale, Fla. Contact: Nova University, Office of Continuing Education, 261 Mallman-Horban Building, 3301 College Avenue, Fort Lauderdale, Fla. 33314.

**2-3: Academic advising.** Regional conference, National Academic Advising Association, Boulder, Colo. Contact: Judy Sullivan, (303) 492-5811.

**2-3: Ethics and health policy.** "Making Choices in Health Care: An Ethics and Health-Policy Conference," University of Maryland, Baltimore. Contact: Sara T. Fry, Room 402, School of Nursing, University of Maryland, 655 West Lombard Street, Baltimore 21201.

**2-3: Computers.** "Information Technologies: Critical Choices for Challenging Times," workshop, Council of Independent Colleges and other sponsors, Pittsburgh. Contact: Russell Garth, (202) 466-7230.

**2-4: Lesbian and gay studies.** "Making It Perfectly Queer," national graduate-student conference on lesbian and gay studies, University of Illinois and other sponsors, Urbana, Ill. Contact: Kris Mays, Department of Education Policy Studies, University of Illinois, 360 Education Building, South Sixth Street, Champaign, Ill. 61820.

**2-4: Mentoring.** Annual conference, National Mentoring Association, Knickerbocker Hotel, Chicago. Contact: NMA, Office of Conferences and Institutes, Western Michigan University, Kalamazoo, Mich. 49008-5161; (616) 387-4174.

**2-4: Music.** Southeastern Historical Keyboard Society, Aages Scott College, Decatur, Ga. Contact: SEHKS, 2516 East Fifth Street, Charlotte, N.C. 28204.

**2-4: 20th-century studies.** "Color and Colorfulness in 20th-Century Life and Art," meeting, Southeastern Philanthropy Studies Association, Tampa, Fla. Contact: Jadviga M. da Costa Nunes, Art Department, Muhlenberg College, Allentown, Pa. 18104-5386.

**2-4: Nursing.** National conference on nursing and space-life sciences, University of Alabama and other sponsors, South Shore Harbour Resort and Conference Center, League City, Tex. Contact: (205) 995-6186.

**2-4: Music education.** "Teaching and Assessing Nursing Student Abilities: A Seminar on Alverno College's Ability-Based Curriculum," Alverno College, Milwaukee. Contact: Alverno Institute, (414) 382-6087.

**2-4: Renaissance studies.** Meeting, Southeastern Renaissance Conference, Northeast Louisiana University, Monroe, La. Contact: Herbert Turentine, Meadows School of Fine Arts, Southeastern Methodist University, Dallas 75275.

**2-4: Teaching.** Conference on teaching in the freshman year, University of South Carolina and other sponsors, Kansas City, Mo. Contact: (803) 777-6029.

**2-4: Values.** Annual conference on value inquiry, American Society for Value Inquiry and The Journal of Value Inquiry, Madison, N.J. Contact: Thomas Magell, (201) 408-3843 or Robert Ginsberg, (215) 892-1424.

**2-4: Genetics and philosophy.** "Genes and Human Self-Knowledge: Historical and Philosophical Reflections on Modern Genetics," conference, University of Iowa, Iowa City. Contact: Robert Weir, Bio-medical Ethics, College of Medicine, University of Iowa, Iowa City 52242.

**2-5: History.** Annual meeting, Organization of American Historians, Palmer House, Chicago. Contact: OAH, (812) 855-7311.

**2-5: Philosophy.** "Vodana Philosophy and the Millennium Pre-Centennial," meeting, International Congress of Vodana, Miami University, Oxford, Ohio. Contact: S. S. Rao Pappu, Philosophy Department, Oxford, Ohio 45056.

**2-5: Students.** National conference on student services, Collegiate Conferences Inc., New Orleans. Contact: Rick Morgan, (608) 273-0350.

**2-5: Technology.** "Inventing the Future: New Technology, Perception, and Meaning," conference, University of Baltimore and other sponsors, Baltimore. Contact: (410) 224-3900 or (410) 623-3294.

**2-5: Land-grant institutions.** "Enhancing the Future of the Land-Grant System: A Dialogue on Environment and Society," conference, National Academy of Sciences, Irvine, Cal. Contact: (202) 334-2138.

**3-4: Curriculum.** "Internationalizing the Curriculum," conference, Murray State U., Piquette, Ky. Contact: Murray State U., (502) 762-4152, fax (502) 762-4111.

**3-4: Higher education.** Seminar for department chairs, Council of Colleges of Arts and Sciences, Holiday Inn-Westport, St. Louis. Contact: Richard J. Hopkins, (614) 292-1882.

**3-4: International issues.** "The Soviet Union and Eastern Europe: The Collapse of an Empire," annual world-affairs conference, Quad-Cities World Affairs Council, Deere and Company Administrative Center, Moline, Ill. Contact: (312) 333-1465.

**3-4: Literature.** Conference on contemporary literature, Kennesaw State College, Marietta, Ga. Contact: Kennesaw State College, Department of English, Kennesaw State College, P.O. Box 444, Marietta, Ga. 30061.

**3-4: Medieval studies.** "Barbarian Europe and Its Legacy," colloquium, University of the South and other sponsors, Sewanee, Tenn. Contact: Susan Ridway, (615) 598-1331.

**3-4: Music.** Realtime meetings, College Music Society, Southern Methodist University, Dallas. University of Delaware, Newark, Del., and University of Kentucky, Lexington, Ky. Contact: cus, (408) 721-9616.

**3-4: Philosophy.** "Teaching Applied Ethics: Business and Environmental Ethics," conference, Association for the Development of Philosophy Teaching, Roosevelt University, Chicago. Contact: Bob Lichtenberg, 1823 West Barry Street, Chicago 60657.

**3-5: Cognitive science.** "Cognition and Representation," conference, State University of New York, Buffalo, N.Y. Contact: Center for Cognitive Science, 61 Baldy Hill, State University of New York, Buffalo, N.Y. 14260.

**3-5: International education.** Annual conference, Phi Beta Delta, Honor Society for International Scholars, Boston University, Boston. Contact: Karen Bayman, Phi Beta Delta, Boston University, School of Education, Boston 02215.

**3-5: Minorities.** Conference for black underrepresented students, Fund for Theological Education, Washington. Contact: (202) 870-2058.

**3-5: Philosophy.** Meeting, New Mexico and West Texas Philosophical Society, San Antonio. Contact: H. G. Alexander, Philosophy Department, University of New Mexico, Albuquerque, N.M. 87131.

**3-5: Social sciences.** "Perspectives on Utility," conference, International Society for Utilitarian Studies, University of Western Ontario, London, Ontario. Contact: D. Long, Department of Political Science, University of Western Ontario, London, Ontario N6A 3C2.

**3-5: Writing.** "Writing Across the Curriculum: Workshops on Program Planning and Teacher Training," Troy State University, Troy, Ala. Contact: Joan Work, (205) 870-3349.

**4: Education.** "Multicultural Perspectives—the Challenge to Today's Educators," symposium on education and social change, Society for Educational Research, New York. Contact: (212) 870-2058.

**4: Education.** "A Tale of Three Cities: Chicago, Chelsea, Philadelphia: Rebuilding and Reframing Educational Reform," forum, University of Pennsylvania, Philadelphia. Contact: Jill Nudge, Assistant Director, Development and Alumni Relations, Graduate School of Education, University of Pennsylvania, 3700 Walnut Street, Philadelphia 19104-6216; (215) 898-9794.

**4: Philosophy.** "Ethics in a Pluralistic Society," graduate-student conference, Saint Louis University, St. Louis. Contact: Kelley J. Wells, Philosophy Department, Saint Louis University, 221 North Grand Boulevard, St. Louis 63103.

**4: Philosophy.** Meeting, Mississippi Philosophical Association, Starkville. Contact: Tim Lyle, Department of Philosophy and Religion, Mississippi State University, Starkville, Miss. 39762.

**4-7: Education.** "Transforming Learning: Designs, Practices, Possibilities," annual conference, Association for Supervision and Curriculum Development, New Orleans. Contact: ASCD, 1200 North Pitt Street, Alexandria, Va. 22314-9778.

**4-8: Humanities.** "Rhetoric Old and New: From Notker to Nietzsche and Beyond," research conference, National Endowment for the Humanities and University of Chicago, Chicago. Contact: Samuel P. Jaffe, (312) 702-8494.

**6-7: Accounting.** "Accounting Roundtable," National Association of College

University Business Officers, Jacksonville, Fla. Contact: NACUBO, Professional Development Department, (202) 328-5900.

**6-7: Fund raising.** "Seize the Opportunity," seminar, Institute for Charitable Giving, San Diego Marriott Hotel, La Jolla. Contact: ICG, (312) 222-9757, fax (312) 222-9411.

**6-7: Voices.** Institutional and individual responses to the Holocaust, annual conference on Christianity and the Holocaust, Rider College, Lawrenceville, N.J. Contact: Holocaust/Genocide Resource Center, Rider College, (609) 896-8029.

**6-7: Libraries.** "Designing Information: New Roles for Librarians," annual clinic on library applications of data processing, University of Illinois, Urbana, Ill. Contact: Willa Reed or Kathy Painter, (312) 243-3280.

**6-7: Philosophy.** "The Development of the Foundations of Mathematics," symposium, Boston University, Boston. Contact: Robert S. Cohen, Center for Philosophy and History of Science, Boston University, Boston 02215.

**6-8: Computers.** "Super!" conference, International Business Machines Corporation, Pennsylvania State University, University Park, Pa. Contact: Jeff Alnoy, (814) 865-0836, or Ted Rusch, (404) 238-4011.

**6-8: Higher education.** "Reclaiming the Public Trust: Costs, Quality, Commitment," annual conference, American Association for Higher Education, Chicago. Contact: AAHE, (202) 293-6440.

**6-8: Humanities.** "The Spanish Jews and the Expulsion of 1492," research conference, National Endowment for the Humanities, University of Southern California, Los Angeles. Contact: Moshe Lazar, (213) 740-0103.

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## Coming Events

## Continued from Previous Page

- 8-21: Child care. "Simultaneous in the Rockies: Campus Child Care Leaders Accepting the Challenge of Excellence," annual meeting, National Coalition for Campus Child Care, Breckenridge, Colo. Contact: University of Colorado, Office of Conference Services, Department of Human Resources, Box 454, Boulder, Colo. 80509-0454; (303) 442-5151.
- 8-22: Archaeology. Annual meeting, Society for American Archaeology, Pittsburgh, Pa. Contact: SAA, Suite 200, 1018 17th Street, N.W., Washington 20006; (202) 231-9774.
- 8-23: Black studies. "Strategies for Developing an African World Perspective for the 21st Century," annual conference, National Council on Black Studies, Clayton Hotel, St. Louis, Mo. Contact: Francine C. Childs, (614) 943-1307, Barbara Wood, (314) 658-2342, or NCB, Ohio State University, 115-A Independence Hall, 1923 Neil Avenue, Columbus, Ohio 43210; (614) 292-1035.
- 8-24: Research. "The Genie in the Classroom," interactive teleconference on the Human Genome Project, Virginia Polytechnic Institute and State University and others. Contact: (703) 231-6351 or (405) 744-5191.
- 8-25: Academic advising. Regional conference, National Academic Advising Association, College of William and Mary, Williamsburg, Va. Contact: Kandy Coleman, (804) 231-2476.
- 8-26: Academic advising. Regional conference, National Academic Advising Association, Reno, Nev. Contact: Gary Hart, (213) 516-3378.
- 8-27: Academic advising. Regional conference, National Academic Advising Association, University of Alabama, Birmingham, Ala. Contact: Nancy Withburn, (205) 934-6135.
- 8-28: Fund raising. "Assessing Foundation and Corporate Studies: How to Write a Winning Proposal," workshop, Council for Advancement and Support of Education, Toronto, Ont. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 338-5900.
- 8-29: Management. "Project Planning and Cost Control," workshop, OR/Ed Laboratories, Oriental, N.C. Contact: OR/Ed, P.O. Box 808, Oriental, N.C. 28571; (919) 249-3040.
- 8-30: American studies. "American Encounters: Exploring the Great Plains," symposium, University of Nebraska, Lincoln Hilton Hotel, Lincoln, Neb. Contact: Center for Great Plains Studies, University of Nebraska, 1213 Oldfather Hall, Lincoln, Neb. 68588-0314; (402) 472-3082, fax (402) 472-1123.
- 8-31: Education reform. "Education Reform," national institute, National Community Education Association, St. Paul, Minn. Contact: St. Paul, 301 North Fairfax Street, Alexandria, Va. 22314; (703) 683-6232, fax (703) 683-0161.
- 9-1: Ethics and Information. "Information in Contemporary Society: Ethical Issues," colloquium, University of Notre Dame, Notre Dame, Ind. Contact: Information in Contemporary Society, Center for Continuing Education, University of Notre Dame, Box 1008, Notre Dame, Ind. 46556; (219) 239-6691, fax (219) 238-8053.
- 9-2: Higher education. National conference on college teaching and learning, Florida Community College at Jacksonville, Omni Hotel, Jacksonville, Fla. Contact: Bill Martin, Martin Center for College Services, Florida Community College at Jacksonville, 501 West State Street, Jacksonville, Fla. 32202; (904) 632-3155, fax (904) 632-3393.
- 9-3: International studies. "Government Structures in the United States and the Former U.S.S.R.," conference, Hofstra University, Hempstead, N.Y. Contact: Hofstra Cultural Center, Hofstra University, Hempstead, N.Y. 11550-1090; (516) 463-5669.
- 9-4: International studies. "Intellectuals and Social Change in Central and Eastern Europe," conference, Rutgers University at Newark and Furman Review, Newark, N.J. Contact: (201) 648-5066.
- 9-5: Languages. "Gender and Genre—From Illusion to Reality," meeting, College Language Association, University of Tennessee, Knoxville, Tenn. Contact: James J. Davis, Department of Romance Languages, Howard University, Washington 20059; (202) 806-6758.
- 9-6: Phenomenology and literature. Annual conference, International Society for Phenomenology and Literature, Cambridge, Mass. Contact: World Phenomenology Institute, (617) 489-3065.
- 9-7: Philosophy. "Figuring the Self," symposium, University of Iowa, Iowa City, Iowa. Contact: Guenter Zoller, Department of Philosophy, University of Iowa, Iowa City 52242.
- 9-8: Campus activities. Regional conference, National Association for Campus Activities, Milwaukee, Wis. Contact: Jerry Bluest, (414) 424-2327.
- 9-9: Curriculum. "The Liberal Arts of Science," conference, Michigan Education Foundation and University of Wisconsin, Madison, Wis. Contact: Robert March, (608) 262-5947.
- 9-10: Health. "National Community College Wellness Conference," Americas Community College and others, Sheraton Tempe Mission Palms Hotel, Tempe, Ariz. Contact: Mary Genderson, (602) 731-8600, fax (602) 731-8450.
- 9-11: Languages. "Central States Conference on the Teaching of Foreign Languages," Wayne State University and other sponsors, Dearborn Hyatt Regency Hotel, Dearborn, Mich. Contact: Donald Spinelli, (313) 577-6241 or (313) 577-3002.
- 9-12: Legal issues. "Prepaid College Tuition Plans in the United States: Promise and Problems," conference, University of Houston, Houston, Texas. Contact: (713) 769-2557, fax (713) 749-2567.
- 9-13: Minutiae. "Southeastern Regional Office of National Scholarship Service and Fund for Negro Students, Rutgers University, New Brunswick, N.J. Contact: NCBSSSPS, (609) 577-3590.
- 9-14: Teaching. "Language and Gender in the Classroom," workshop, Simon's Rock of Bard College, Great Barrington, Mass. Contact: Judith Smith, (410) 738-7484.
- 9-15: African-American literature. "Narrative and Aesthetic Traditions in African-American Literature," meeting, Virginia Humanities Conference, Virginia Polytechnic Institute and State University, Blacksburg, Va. Contact: Samuel B. Okoroantso, (703) 674-3600.

## CONFERENCES, CALLS FOR PAPERS

THE GODDARD INSTITUTE  
ON TEACHING AND LEARNING

June 26 — July 24

## OPENING CONFERENCE — JUNE 26-28

BROADENING THE VISION OF PROGRESSIVE EDUCATION:  
Integrating New Perspectives

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MARY BELENKY on "Women's Ways of Knowing and Teaching"  
PHIL GANG on "Transforming Education: A Holistic Perspective"  
PETER McLAREN on "Communities of Hope and Resistance:  
Critical Pedagogy and the Politics of Difference"  
SONIA NIETO on "Progressive Education and School Reform:  
Multicultural Education in Context"

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CHRISTINE SLEETER • PEG HOWES • SUSAN BROWN  
GRACE PALMER • WILLIAM FREEMAN • GAIL SADALLA  
STEPHEN WEIMAR • PAULA DENTON  
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Attend a seminar addressing important changes in  
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J. Sinnott, (814) 753-3591.

Deadline May 15, 1992.

Sponsored by: Center for Higher Education at Ohio University,  
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## MILLS Call For Proposals

A national conference co-sponsored by Mills College  
and the American Association of University WomenTAKING THE LEAD:  
Balancing the Educational Equation  
ISSUES OF EQUITY AND DIVERSITY FOR WOMEN AND GIRLSOctober 23-25, 1992  
Mills College, Oakland, California

We invite proposals for papers, workshops, panel discussions and symposia that  
speak in diverse voices on equity issues for the education of girls and women in  
school and college, and the impact of educational equity on career development,  
in the workplace, in the family, and in the community. Two-page proposals and  
presenters' vitae should be submitted by June 15.

to: Dr. Edna Mitchell, Director of Graduate Study  
Mills College, Oakland, CA 94613  
(510) 430-3309

## Gazette

One Contact: CMS, 202 West  
Street, Missoula, Mont. 59802;  
(406) 243-9615.

8-22: American studies. "American Encounters: Exploring the Great Plains," symposium, University of Nebraska, Lincoln Hilton Hotel, Lincoln, Neb. Contact: Center for Great Plains Studies, University of Nebraska, 1213 Oldfather Hall, Lincoln, Neb. 68588-0314; (402) 472-3082, fax (402) 472-1123.

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8-24: Education reform. "Education Reform," national institute, National Community Education Association, St. Paul, Minn. Contact: St. Paul, 301 North Fairfax Street, Alexandria, Va. 22314; (703) 683-6232, fax (703) 683-0161.

8-25: Ethics and Information. "Information in Contemporary Society: Ethical Issues," colloquium, University of Notre Dame, Notre Dame, Ind. Contact: Information in Contemporary Society, Center for Continuing Education, University of Notre Dame, Box 1008, Notre Dame, Ind. 46556; (219) 239-6691, fax (219) 238-8053.

8-26: Higher education. National conference on college teaching and learning, Florida Community College at Jacksonville, Omni Hotel, Jacksonville, Fla. Contact: Bill Martin, Martin Center for College Services, Florida Community College at Jacksonville, 501 West State Street, Jacksonville, Fla. 32202; (904) 632-3155, fax (904) 632-3393.

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9-5: Health physics. Applications from individuals in health physics and related technical areas for awards for research and development. Contact: Health Physics Research Award Program, Science/Engineering Education Division, Attention: Rhonda Sullivan, Oak Ridge Associated Universities, P.O. Box 117, Oak Ridge, Tenn. 37831-0117; (615) 576-1087.

9-6: International studies. Applications from individuals for summer fellowships for study in Spain. Contact: Jill Fisher, Global Campus, 106 Nicholson Ave., San Jose, Calif. 95128; (415) 253-1100.

9-7: African studies. Applications from individuals for summer fellowships for study in Africa. Contact: African Studies Program, 106 Nicholson Ave., San Jose, Calif. 95128; (415) 253-1100.

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